1999 ASE Programs Student Outcomes Pilot Survey Report:

Adult Special Education Programs Student Outcomes Project

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EXECUTIVE SUMMARY

Background

The following report presents findings from a pilot survey of former students from six BC colleges who were enrolled in Adult Special Education (ASE) programs between September 1997 and June 1998. In 1997/98, 16 British Columbia colleges and institutes received approximately $8 million in base FTE funding for ASE programs from the Province of British Columbia. ASE programs are made available to individuals with permanent disabilities or combinations of learning difficulties that hinder scholastic success in regular college program offerings.

ASE programs vary from institution to institution, although employment preparation is a commonly shared key component. Many of the colleges with ASE programs offer a combination of employment training courses as well as basic academic and personal success skills training. Program offerings at select colleges include:

- Employment Preparation
- Vocational Skills Training
- Academic Skills Development
- Personal Success Skills Development
- Adaptive Skills/Adaptive Technology Skills Training

Over the past few years the trend in ASE program delivery has been toward increasing transitional programs, such as employment and vocational training, and to incorporating personal success and academic skills training into those transitional programs as part of the curriculum.

The Survey

The *1999 ASE Programs Student Outcomes Pilot Survey* is a "snapshot" survey of students who participated in ASE programs during the 1997/98 academic year. Six colleges participated in the pilot: College of the Rockies, University College of the Cariboo, Okanagan University College, Kwantlen University College, Douglas College, and Vancouver Community College.

A total of 170 former students that were enrolled in ASE programs of study at the above participating colleges were surveyed for their satisfaction with their studies, their evaluation of the programs, and their employment and further education outcomes. Although these findings cannot be generalized to the former ASE programs student population (because the cohort submitted by the six participating colleges is neither a random selection nor a census of former ASE programs students in the province of British Columbia), the results of this survey do provide preliminary demographic and outcomes information about the sample group surveyed.

Findings

The respondents to this survey are a heterogeneous group in the sense that their disabilities vary widely. The results of the survey also revealed a wide variation in the ages of those who enrolled in ASE studies at the participating colleges. Although close to half were of typical college age (49% between 20 and 24 years of age), 41% were thirty or older. As far as previous education is concerned, a majority of the respondents reported having completed high school (66%) prior to enrolling in ASE studies.

Respondents provided many reasons for wanting to enroll in ASE studies. Close to half (45%) of former students reported they took ASE studies because they wanted to learn new job skills or improve existing job skills or because they wanted to decide on a career or change jobs. Employment, however, was not the only reason former ASE program students enrolled in ASE studies. Some respondents were primarily interested in improving their basic skills. Others enrolled for personal interest or because their parents or primary caregivers encouraged them to attend.

The survey results show that the participating colleges satisfied the needs of a majority of the former students who were interviewed. A majority of former ASE programs students said that they had been taught basic academic skills, employment or personal finance management skills, or personal success skills while in ASE studies. In general, these respondents reported that they experienced either a lot or some improvement in these skill areas as a result of having taken ASE studies.

While in college, 43% of respondents enrolled in either career/job preparation courses or in occupational or vocational training. At the time of the interview, 50% of former students were working, and 54% of former students whose first, main, or only reason for enrolling in ASE programs was employment-related were working. Approximately 44% of working respondents were in sales and service occupations, and most (68%) were working part-time and being paid minimum wage or greater (57%). A minority of respondents (12%) went on to further studies.

Approximately 49% of former ASE programs students were not working at the time of the survey. Of these respondents, 48% were looking for work; another 48% were not participating in the labour force. A number of the former students who were not working said they could not find a job (37%), and an additional 19% were unable to work for health or disability reasons.

Next Steps

The *1999 ASE Programs Student Outcomes Pilot Survey* is the first outcomes survey of students with disabilities who enrolled in ASE courses of study. The results of this survey, along with the lessons learned, provide a good foundation for future ASE programs research.

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Introduction

Adult Special Education in British Columbia

The Province of British Columbia is committed to improving educational opportunities for students with disabilities and recognizes the need to address and eliminate systemic barriers encountered by these students when they seek to access post-secondary education and training. To this end, the Ministry of Advanced Education, Training and Technology (MAETT) allocates base FTE funding, as well as Special Grant funding, to support a host of Adult Special Education (ASE) programs and services at British Columbia colleges and institutes.

The following report presents findings from a survey of former students who enrolled in Adult Special Education programs between September 1997 and June 1998. ASE programs are made available to individuals with permanent disabilities or combinations of learning difficulties that hinder scholastic success in regular college program offerings. In 1997/98, 16 British Columbia colleges and institutes received approximately $8 million in base FTE funding for ASE programs from the Province of British Columbia.

Adult Special Education programs vary from institution to institution, although employment preparation is a commonly shared key component. Many of the colleges that offer ASE programs offer a combination of employment training courses as well as basic academic and life skill courses. Program offerings at select colleges include:

- Employment Preparation
- Vocational Skills Training
- Academic Skills Development
- Personal Success Skills Development
- Adaptive Skills/Adaptive Technology Skills Training

Over the past few years the trend in ASE program delivery has been toward increasing transitional programs, such as employment and vocational training, and to incorporating personal success and academic skills training into those transitional programs as part of the curriculum. Descriptions of these programs are located in this report's glossary. (See Appendix 1 to reference the glossary.)

ASE Student Outcomes Project

In June 1996, ASE program representatives attending an ASE Articulation meeting decided that an outcomes study of students who had enrolled in ASE programs was needed, given that a survey of ASE program students

had never been conducted in the province of British Columbia. Subsequently, the ASE Outcomes Steering Committee (chaired by Marvin Work from Selkirk College) was established.

The committee recommended that two studies be conducted: an outcomes survey of ASE program students from five colleges and a more comprehensive, system-level longitudinal study. Results from the first survey were to provide a preliminary *snapshot* of outcomes information, which could be used to inform ASE best practices, and the longitudinal survey was to yield more in-depth information for decision-making purposes.

Altogether, the proposed studies afford valuable opportunities to:

- obtain detailed information about ASE program students;
- collect data that can be used to promote positive change in terms of increasing the quality and relevance of ASE programs;
- provide ASE students with an opportunity to talk about their ASE program experiences;
- improve public awareness and appreciation of ASE programs; and,
- identify and improve data collection and analysis of student outcomes from ASE programs.

In response, the Ministry of Advanced Education, Training and Technology (formerly the Ministry of Education, Skills and Training) provided funding for a formal ASE Outcomes Project proposal. The proposal was released in March 1998, and in September 1998 the Centre for Education Information Standards and Services (CEISS) was contracted to manage the *1999 ASE Program Student Outcomes Pilot Survey* under the supervision of the ASE Steering Committee.

1999 ASE Program Student Outcomes Pilot Survey

The *1999 ASE Program Student Outcomes Pilot Survey* is a "snapshot" survey of students who participated in ASE programs during the 1997/98 academic year. The study was designed to survey only those students who left their studies within the 1997/98 academic year. Six colleges participated in the pilot: College of the Rockies, University College of the Cariboo, Okanagan University College, Kwantlen University College, Douglas College, and Vancouver Community College.

A total of 170 former students who were enrolled in ASE programs of study at the above participating colleges were surveyed for information on their satisfaction with their studies, their evaluation of the programs, and their employment and further education outcomes.

The Survey

Research Objectives

Three basic objectives guided this project. The first objective was to pilot an outcomes style survey with a former ASE student cohort in order to assess the plausibility of including former ASE students in the BC Colleges and Institutes Outcomes Survey. The second objective was to collect, analyze, and report preliminary demographic and student outcomes information. The third objective was to document and report the lessons learned from this project for reference purposes in future ASE student survey projects.

ASE Survey Cohort Definition

A student outcomes survey is a study of former students who have experienced **significant** exposure to a program of study at a particular institution. Surveys of this type follow-up with former students after they have been out of their program of study for a defined period of time. For example, the British Columbia Colleges and Institutes Student Outcomes Survey follows up with former students approximately nine months to one year after they have left a program of study that they either completed or almost completed.

By defining the cohort and interviewing former students after a specified period of absence, researchers can be confident that respondents to the survey have had significant exposure to a program and have been out of the education system long enough to have experienced real outcomes. These former students are the most appropriate group to interview, because they are best able to reflect and report on the relationship between their schooling and the outcomes they have experienced.

The cohort for the 1999 ASE Outcomes Survey was defined as follows:

1) The former student must have been enrolled in an ASE program or course (PDC = 6141, 6142, 6143, or 6144) during the **period of enrollment**—September 1, 1997 to June 30, 1998.

AND,

2) The former student must have either completed three different ASE courses during the period of enrollment or have been enrolled for at least four consecutive months during the period of enrollment.

AND,

3) The student must not have been enrolled in any ASE programs or courses at the institution during the **period of absence**—July 1, 1998 to January 1, 1999.

ASE Survey Design

Two survey instruments were used in this project: a student profile questionnaire and a student outcomes questionnaire.

ASE Student Profile Questionnaire

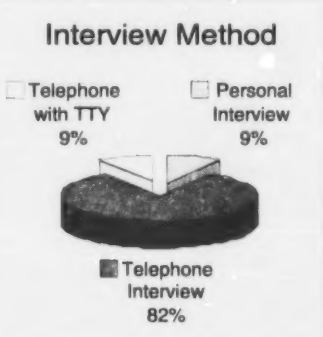
The profile questionnaire was intended to assist interviewers with the administration of the student outcomes questionnaire by identifying student disabilities and caregiver names and phone numbers for each student. This questionnaire was also used to check whether individuals in the cohort were still enrolled in ASE programs in the college. In other outcomes surveys, this information is obtained from institutional administrative data or from students. Administrative data, however, does not include caregiver or disability information, and the ASE Questionnaire design committee reported that ASE program students are not always aware that the courses or programs they enrolled in are "Adult Special Education" programs or courses. (See Appendix 3 for a copy of the ASE Student Profile Questionnaire.)

ASE Student Outcomes Questionnaire

The Centre for Education Information (CEISS) constructed the first draft of the ASE Student Outcomes Questionnaire. The structure of the questionnaire was closely aligned to the BC Colleges and Institutes Student Outcomes survey with some wording and content modifications.

Data Collection and Analysis

Telephone interviews were the preferred data collection approach for this study; however, not everyone selected to participate in the study was capable of answering a questionnaire over the telephone. Consequently, a multi-method approach to data collection was adopted. Some questionnaires were administered over the telephone, some were administered over the telephone with TTY assistance, and some were administered through face-to-face interviews.



The survey was conducted between the period July 20, 1999 and September 22, 1999. A Computer Aided Telephone Interview (CATI) system was constructed for the project; however, the data collection firm (Points of View Research and Consulting Ltd.) chose to use pen and paper to record responses and to enter this information into the database later. CATI system administration of a survey is less flexible than pen and paper administration, because with a CATI system previous and subsequent questions and answers are not easily accessible. Given the unique group

being sampled in this survey, flexibility in data collection was deemed highly important to ensure project success.

Upon completion of the fieldwork period, all quantitative and qualitative survey data were electronically delivered to CEISS using password-protected files. The data were cleaned and verified, and open-ended questions were coded by CEISS. All of the data analysis was conducted by CEISS using a combination of MS Access and SPSS (Statistical Package for the Social Sciences) software. CEISS was responsible for reporting survey results.

Cohort Size and Response Rates

In total, 363 student names were submitted by the six colleges that volunteered to participate in this project. Student profile questionnaires were produced for each student and mailed to the participating colleges for instructors to complete. ASE Steering Committee members facilitated and monitored the distribution, completion, and return of these questionnaires to CEISS.

Student Profile Questionnaire

A profile questionnaire was to be completed for each student in the cohort by instructors at the participating colleges. (See Appendix 3 for a copy of the profile questionnaire.) Instructors were asked to provide the following information:

- whether the student is still enrolled in ASE studies at the college;
- the nature of the student's disability or disabilities;
- whether the student is capable of answering a survey over the telephone;
- whether the student is capable of answering the survey independently; and,
- the name and phone number of someone close to the student who could be called upon to assist with the administration of the survey, if necessary.

The profile results revealed that, of the 363 student names that were submitted, 88 people did not meet the cohort definition—for most of those individuals (77), it was because they were still enrolled in ASE studies. These names were removed from the sample, reducing the cohort to 275. One former student appeared twice in the file (identified as a duplicate by her Personal Education Number) because this individual had attended two of the institutions in the study. This person was interviewed twice, one interview for each institution (See Appendix 4 for a copy of the profile findings report.)

Student Outcomes Questionnaire

The data collection firm was provided with a 'net frame' table to be used to calculate the response rate. Of the 275 student names that were

provided, a total of 183, or 73%, of the students selected for the study were surveyed (170 former students and 13 students still attending the college). Twenty-two students were excluded from the net frame for various reasons. (See Appendix 5 for a copy of the student outcomes questionnaire and Appendix 6 for a description of the net frame and a breakdown of response rates by institution.)

Interpretation of Results

Data Generalizability and Comparability

This survey is a pilot study of former ASE program students. The cohort submitted by the six colleges that participated in this study is not representative of the population of British Columbia former ASE students, because the cohort is neither a random selection nor a census of former ASE programs students in the province of British Columbia. The findings from this survey, therefore, cannot be generalized to the population of former students from ASE programs in British Columbia.

A breakdown of survey results by institution or by ASE program of study was not carried out in this report due to the small number of respondents by institution.

A Note on Percentages

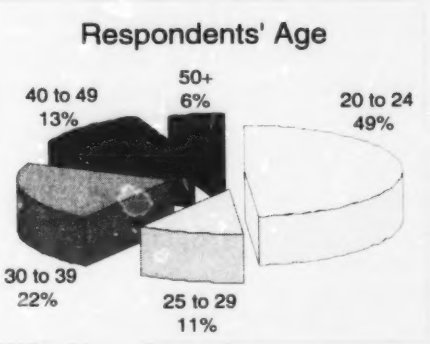
All percentages in the body of this report and in the graphics have been rounded to whole numbers and may not always add to 100.

Key Findings

What are the characteristics of current and former ASE students?

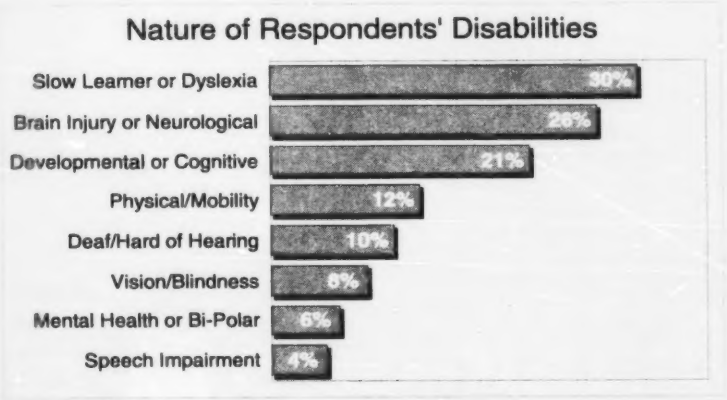
Demographics

A greater percentage of females (54%) responded to the survey than males (46%), with 49% of respondents ranging in age from 20 to 24 years.



English was not the first language learned as a child for 16% of respondents, and 4% of respondents reported being of First Nations descent.

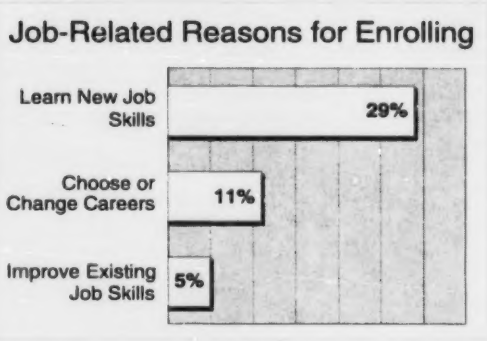
Respondents' disabilities varied widely; however, most respondents reported having just one disability (69%). Approximately 14% of respondents had two disabilities and only 4% reported having three or more disabilities. Close to 11% of respondents did not disclose the nature of their disability.



A majority of respondents (66%) reported having completed high school prior to enrolling in post-secondary studies.

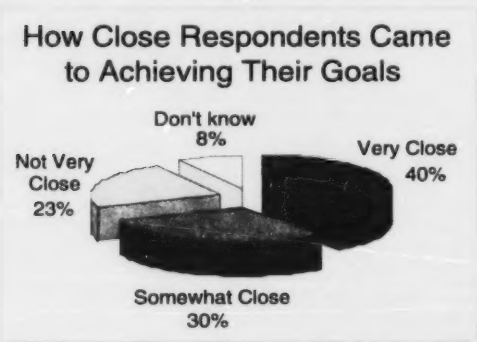
Why did former ASE students enroll in Adult Special Education?

Of those respondents who were no longer enrolled in courses at the college from which their name was submitted, 45% stated that their first, main, or only reason for enrolling in post-secondary studies was for a job-related reason.



Overall, job-related reasons constituted 66% of the total number of responses given as reasons for enrolling in post-secondary studies.

Employment, however, was not the only reason former ASE program students enrolled in post-secondary studies. Other reasons given for enrolling were: to improve basic skills (19%), for personal interest (21%), because parents or guardians suggested it (11%), or to qualify to enter another program (3%). About 7% of respondents did not know why they decided to pursue post-secondary training.



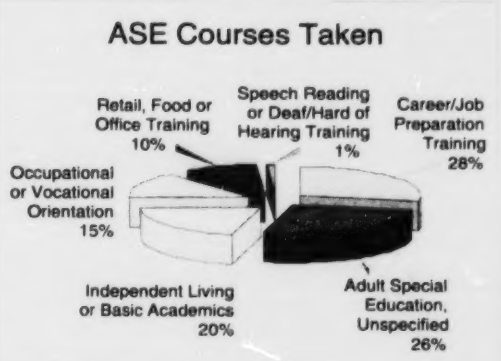
In terms of achieving their goals, approximately 40% of former ASE program students reported that they came very close to reaching the goal or goals they had set for themselves.

For those former students whose first, main, or only reason for enrolling was related to employment (i.e., to improve existing job skills, to decide on a career change, or to learn new job skills), 45% reported having come very close to achieving their goal.

What were former students' learning experiences in ASE?

Courses Taken

While in college, 43% of former students enrolled in either career/job preparation courses or occupational or vocational training.


ASE Courses Taken
Retail, Food or Office Training 10%
Speech Reading or Deaf/Hard of Hearing Training 1%
Career/Job Preparation Training 28%
Occupational or Vocational Orientation 15%
Independent Living or Basic Academics 20%
Adult Special Education, Unspecified 26%

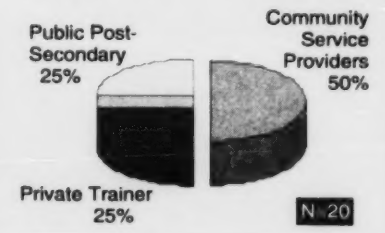
Reasons for Leaving

A majority (57%) of former students from ASE programs left the college because they had completed all of the credits they needed. Some respondents (8%) left because they were disappointed with the program or the college. Another 8% left because they got a job, decided to work, or their job situation changed.

Current Enrollment

Approximately 7% of respondents were found to be still enrolled in ASE programs studies at their college. Of those still enrolled, 69% reported that they were taking basic skills training. A majority of those still enrolled (69%) reported that their previous ASE training helped them with courses that they are currently taking.

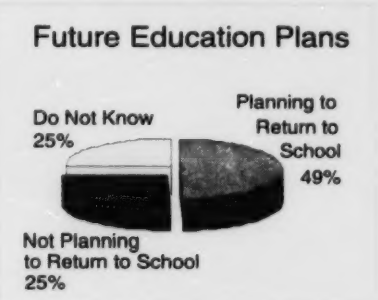
Further Studies



A number of former ASE students (12%) went on to further studies. Of these individuals, 25% continued their studies at a public post-secondary institution. About 25% went on to study with a private training provider, and 50% chose to enroll in studies with a community service provider.

One ASE Programs Student Outcomes Steering Committee member noted that there are limited support programs available to assist former students to develop long-term attachments to the labour force. In part, this might help to explain why some students are going on to study with private training providers or community service providers.

Sixty-two percent of former ASE programs students who went on to further studies were taking basic skills training.



About half of the former ASE students who did not go on to further studies reported that they were planning to go back to school in the future.

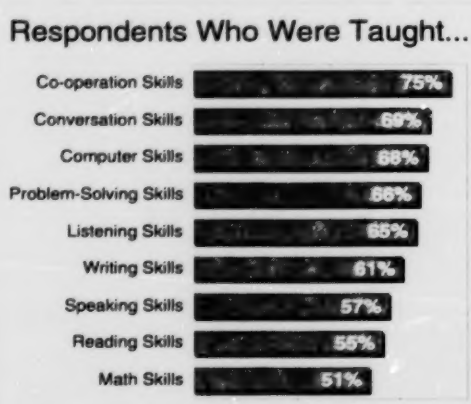
Evaluation of Education

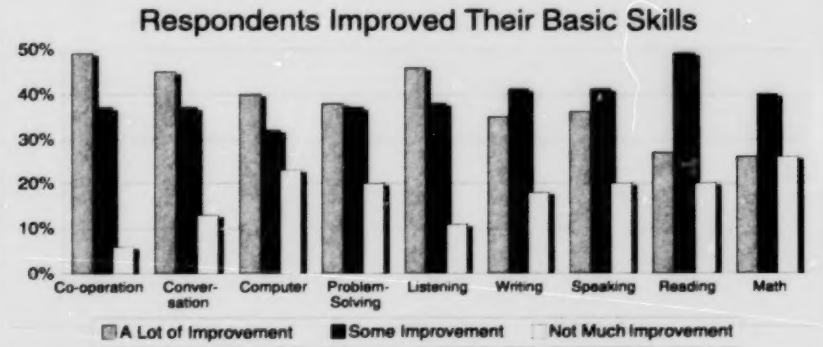
The former ASE students surveyed were asked whether they were taught various skills in their courses and how much skill improvement they experienced as a result of having taken ASE programs.

Basic Skill Development

A majority of former ASE students stated that they were taught basic reading, writing, arithmetic, speaking, listening, conversation, problem solving, and co-operation skills in their ASE courses.

Of those students who reported that they were taught these basic skills, the majority reported that they experienced either a lot or some improvement.

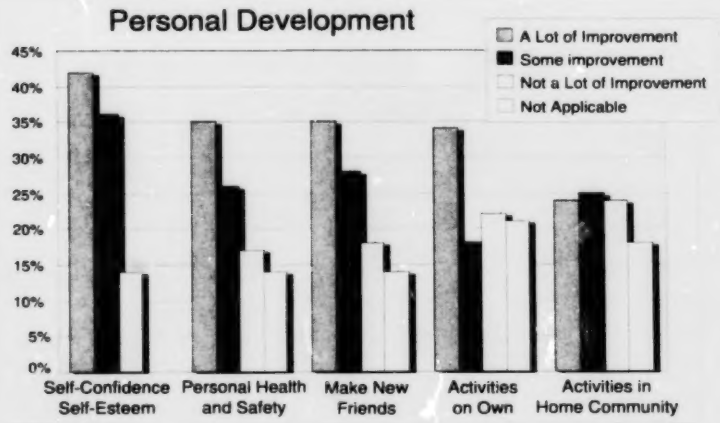




Personal Development

An important component of many ASE programs is helping students to grow and to develop personally. Former ASE students reported that, as a result of having taken ASE programs, they experienced improvement in their level of self-confidence or self-esteem. They also experienced improve-

ment in their ability to make new friends, to do things independently, to take part in activities offered in their home communities, and to take care of their own personal health and safety.



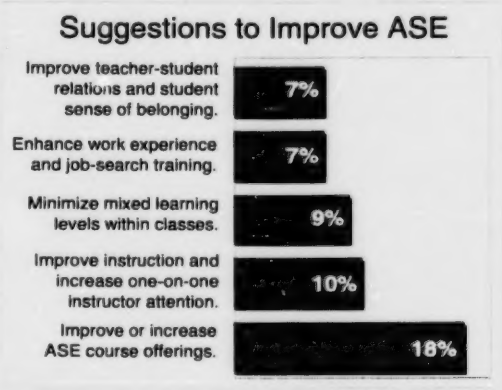
Employment and Finances

A key focus of ASE programs is employment preparation. A majority of former ASE programs students were taught résumé-writing skills (69%) and job search skills (69%). Approximately 45% of respondents were taught how to manage their own finances. Of those who were taught these skills, many experienced either a lot of improvement or some improvement in these skill areas.

As a result of having taken ASE studies, a number of former students said their ability to do well in a job interview improved. They also experienced improvement in their capacity to look for work through community job search agencies.

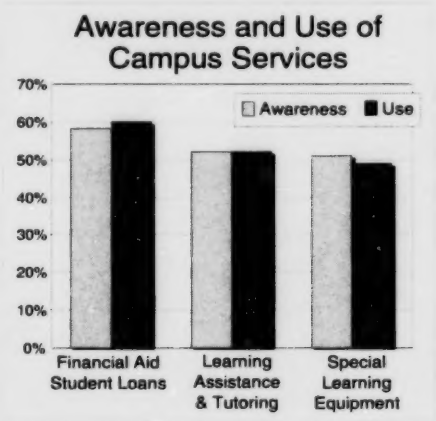
Improving ASE Programs

Many respondents either provided positive comments (15%) about ASE programs or did not know how ASE programs might be improved (30%). Some respondents, however, did provide some suggestions for improvement. These include: increasing ASE course offerings, improving instruction and getting more one-on-one attention from instructors, getting rid of mixed learning levels within classes, improving work experience and job search training, and improving teacher-student relations and student sense of belonging.



Campus Services

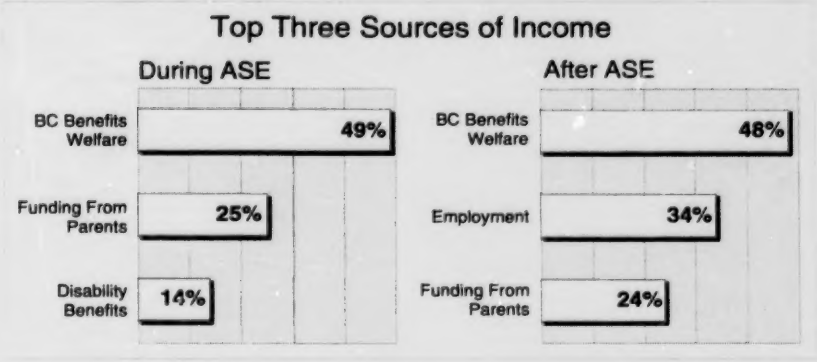
About 60% of the former ASE programs students who were aware that their institution offered financial aid services used financial aid services. Of those who were aware that their college offered learning assistance or tutoring services, 52% made use of this service while in school. Finally, of those former ASE students who where aware that their college had special equipment to help ASE students with their studies, 49% used this equipment.



Only five respondents reported that campus services at their institution could be improved.

Income Sources Before and After ASE Studies

In the survey, former ASE students were asked what their top three sources of income were when they were in school and what their top three sources of income were at the time of the interview. The top source of income, both before and after ASE studies, for close to half of all of respondents was BC Benefits/welfare.



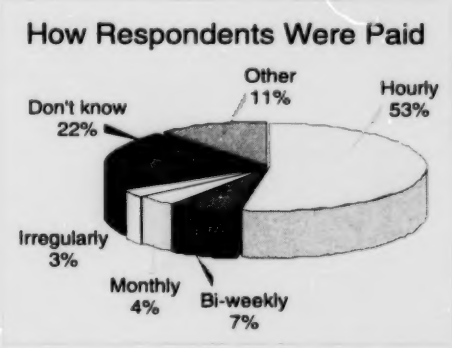
What are former ASE student Labour Force outcomes?

Participation in the Labour Force

Employed Former Students

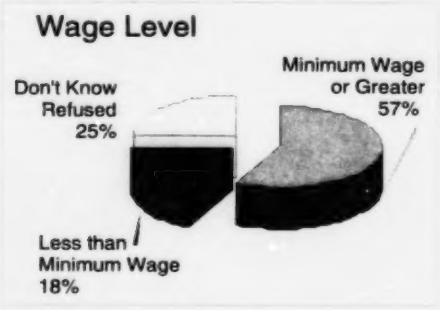
At the time of the interview, 50% of former students were working. More than half (54%) of the former students who stated that their first, main, or only reason for enrolling in ASE programs was for employment-related reasons were working at the time of the survey.

Approximately 85% of employed former students reported that they were being paid for their work.



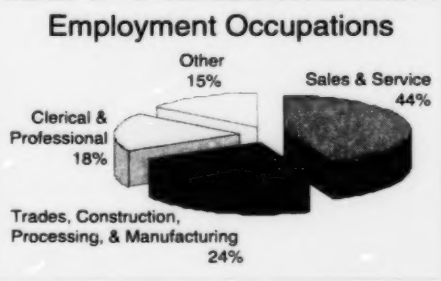
Over half (53%) of these former students said that they were being paid an hourly wage for their work.

Twenty-two percent of former students said they did not know how they were being paid for their work. To examine this finding, the answers to this question were cross-tabulated with respondents' disabilities; however, no disability-group trend emerged to help explain the result. In their methodological report, the data collection company noted that respondents with severe cognitive processing difficulties had a higher percentage of *don't know* responses. The 22% *don't know* response rate regarding pay may be, in part, a reflection of the problems these respondents had answering the survey. Whatever the reason, this finding clearly illustrates the challenges associated with interviewing and collecting information from this special cohort of former students.



Returning to the employment findings, a majority of employed former ASE students, at the time they were interviewed, were earning minimum wage or greater, and most were working part-time (68%).

Approximately 44% of working respondents were in sales and service occupations.



Former ASE students found employment through various sources. Some found jobs through work experience (26%), some through friends or family (23%), some through a community or government job search agency (21%), and some successfully found employment on their own (18%).

A majority of employed former ASE programs students were satisfied with the work that they were doing (53%). Some said their job was fine but it was not exactly the type of work they really wanted to be doing and they were interested in finding a different job (14%). About 25% of employed former students were not satisfied with their job and wanted to obtain new employment.

Unemployed Former Students

Approximately 49% of former ASE programs students were not working at the time of the survey. Of these respondents, 48% were looking for work; another 48% were not participating in the labour force.

A number of the former students who were not working said they could not find a job (37%), and an additional 19% were unable to work for health or disability reasons. Some reported that they had never looked for a job (13%).

A majority of former students who were not working reported that they had experienced problems finding work in the past. Of these respondents, 41% said that the problems they experienced trying to find work were related to lack of experience, qualifications, or skills. Some respondents reported that their disabilities made getting a job difficult (17%).

Conclusion

Survey Objectives

One of the objectives of the 1999 ASE Student Outcomes Survey was to interview former ASE programs students and collect demographic, further education, evaluation of education, and labour market information. Although these findings cannot be generalized to the former ASE programs student population, the results of this survey do provide a preliminary snapshot of information about the sample group surveyed.

The exercise of interviewing this group of current and former ASE programs students has yielded valuable information about the challenges and the rewards of surveying this unique cohort. The results of this survey are intended to support decision making by providing insight and direction for future ASE student surveys. (See Appendix 7 for a discussion of the lessons learned from this project.)

Summary of Results

The respondents to this survey are a heterogeneous group—their disabilities vary widely. The survey results also reveal a wide variation in the ages of those enrolled in ASE studies at the participating colleges. Although close to half were of typical college age (49% between 20 and 24 years of age), 41% were thirty or older. As far as previous education is concerned, a majority of respondents reported having completed high school (66%) prior to enrolling in ASE studies.

Respondents provided many reasons for wanting to enroll in ASE programs. Close to half (45%) of former students reported they took ASE studies because they wanted to learn new job skills or improve existing job skills or because they wanted to decide on a career or change jobs. Employment, however, was not the only reason former ASE programs students enrolled in ASE studies. Some respondents were primarily interested in improving their basic skills. Others enrolled for personal interest reasons, or because their parents or primary caregivers encouraged them to attend.

ASE studies generally brought respondents closer to meeting their enrollment goals. However, a sizeable minority (23%) of those who had goals for enrolling did not come closer to meeting their objectives through ASE studies. This result suggests that the participant colleges in this survey should continue their efforts to become more aware of students' reasons for enrolling, so they can help students achieve their enrollment goals.

A majority of former ASE programs students said they had been taught basic skills, employment or personal finance management skills, or personal success skills while in ASE studies. In general, these respondents reported that they experienced a lot or some improvement in these skill areas as a result of having taken ASE studies.

The survey results also show that the colleges who participated in the survey satisfied the needs of the majority of the former students who entered ASE studies. Given that ASE programs are working to educate a heterogeneous population of learners and that the challenges of simultaneously meeting the needs of these students are great, the general findings of this survey should be taken as a positive sign that ASE programs at these colleges appear to be heading in the right direction and are working to meet the learning needs of the students who enroll in these programs.

Some respondents offered suggestions to improve ASE programs. These include increasing or improving ASE course offerings, improving instruction, providing students with more one-on-one instructor attention, and minimizing mixed learning levels within classes. Some respondents recommended that the work experience or the job search component of ASE programs be increased or enhanced.

Next Steps

The *1999 Adult Special Education Programs Student Outcomes Pilot Survey* is the first outcomes survey of students with disabilities who enrolled in Adult Special Education courses of study. The greatest contribution this survey makes to the field is that it has proven it is possible to obtain outcomes information from this special cohort of former students. The results of this survey, along with the lessons learned, provide a good foundation for future ASE programs research.

The design of this survey adhered closely to the BC Colleges and Institutes Survey, the largest survey of former students from British Columbia's Colleges and Institutes. The reason for piloting an outcomes survey with former ASE programs students was to investigate the possibility of incorporating this cohort into the larger survey. Given the challenges involved in interviewing this special cohort, however, it is not recommended that ASE students be included in the BC Colleges and Institutes Survey.

Furthermore, a standard, system-level outcomes survey of ASE students is not necessarily the best tool to use to obtain ASE programs outcomes information (see Appendix 7). This pilot project revealed that ASE students retain ties to ASE programs over an extended period of time.

A longitudinal study, therefore, like the one proposed by the ASE Outcomes Steering Committee (see Appendix 8), is almost certainly a better approach. Tracking ASE students, both current and former, over time would yield more accurate and detailed ASE continuing education and student outcomes information which could be used by program and policy decision makers to make informed decisions.

Appendices

Appendix 1 Report Glossary

Academic Skills Development Academic Skill Development focuses on improving students' reading, writing and math skills, as well as communication and speaking skills. At some colleges it can also encompass banking and budgeting, as well as time management. Also, academic skill development may be included in Vocational Skills Training programs to the extent required to help students acquire skills needed to perform the jobs they are training to perform. Specialized training for students who are deaf or hard of hearing is also available at select colleges.

Adaptive Skills/Adaptive Technology Skills Training Students are taught to use adaptive software such as *Jaws for Windows* (speech access) and *Zoom Text Extra* (large print program) in preparation for further vocational or academic training or employment. At most colleges, this is not a single course offering, but is provided during ASE studies or work experience, as required.

Adult Special Education (ASE) Programs that are made available to individuals with a permanent disability or a combination of learning difficulties that constitute a barrier to success in regular college program offerings. Students in ASE may take employment preparation training, vocational skills training, academic skills development, life skills development, or adaptive skills/adaptive technology skills training.

ASL An acronym that means American Sign Language.

CATI An acronym that means Computer Assisted Telephone Interview System.

Cohort A designated group of persons who are subjects of a study or a series of studies over time.

Employment Preparation Employment preparation provides students with information about career and employment opportunities, and helps them to develop basic work skills such as: interpersonal communication, work habits and attitudes, interpersonal relations, and employer-employee expectations. Employment preparation is offered as a single course at some colleges, while at other colleges employment preparation is incorporated within vocational programs. A work experience component may accompany employment preparation training at select colleges.

Former Students The group of students who are included in a survey cohort population.

In the Labour Force Respondents in the survey who were either employed or unemployed but looking for work. Respondents in the survey were not considered to be in the labour force if they were not employed and not unemployed.

Personal Success Skills Development Personal Success Skills development training varies widely by college and may be encompassed within other ASE program offerings at select colleges. Some of the skills taught may include: interpersonal relationship development and maintenance, community awareness, nutrition, meal planning and preparation, grocery shopping, laundry and household maintenance, and human sexuality. Personal success skills training can also consist of money management, knowledge of taxation, budgeting, decision making, workplace ethics, and personal hygiene. At select colleges personal success skills may be taught only as they relate to job requirements and only to those students who have been identified as having a need for this type of skill training.

National Occupation Classification (NOC) A systematic taxonomy of occupations in the Canadian Labour Market.

Occupation Describes the type of work performed by a person or the functions of this work. The occupation classification used in this report was the National Occupation Classification (NOC).

Out-of-Scope Individuals in the cohort who did not meet the cohort definition criteria.

Period of Enrollment To be included in the ASE study cohort, students must have completed at least three ASE courses between July 1, 1997 and June 30, 1998; or, they must have been enrolled for a minimum of four consecutive months between July 1, 1997 and June 30, 1998.

Period of Absence To be included in the ASE study cohort, students must not have been enrolled in an ASE course or program at the college they attended between July 1, 1998 and January 1, 1999. Students who continued in non-ASE programs during the defined period of absence are included in the cohort.

Post-Secondary Discipline Classification (PDC) Code A four digit number used to designate and group institutional programs into like categories (i.e., similar discipline, program length, and certification) for government funding purposes.

Respondent An individual who completed the survey.

Response Rate The number of completed questionnaires divided by the net frame

TTY Teletype communication that enables hearing individuals communicate with deaf, hard-of-hearing, and speech impaired individuals by converting spoken word into text.

Vocational Skills Training Vocational skills training affords students an opportunity to choose a career option and to focus on developing the skills that are needed to perform a particular chosen occupation. Training may also include employment preparation training such as interpersonal communication, work habits, and employer-employee expectations.

The general objective this type of training is to prepare students for entry-level employment. Work experience may also be offered.

Appendix 2 ASE Cohort Definition

COHORT DEFINITION

1999 ASE Former Student Outcomes Survey Pilot Project

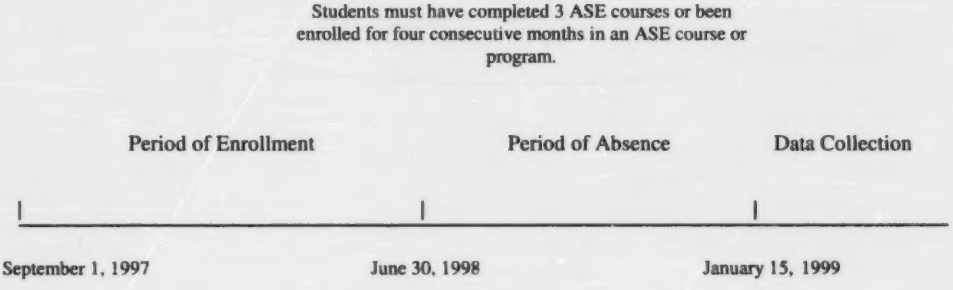
1) The student must have been enrolled in an ASE program or ASE course (PDC=6141, 6142, 6143 or 6144) during the period of enrollment (September 1, 1997 to June 30, 1998).

AND,

2) The student must have either completed three different ASE courses during the period of enrollment; **or,** they must have been enrolled for at least four consecutive months during the period of enrollment.

AND,

3) The student must not have been enrolled in any ASE programs or course at the institution during the period of absence.


Students must have completed 3 ASE courses or been enrolled for four consecutive months in an ASE course or program.
Period of Enrollment
Period of Absence
Data Collection
September 1, 1997
June 30, 1998
January 15, 1999

Appendix 3 Student Profile Questionnaire

Student Information		Program Information	
Student Name		CPC Description	
ID		CPC code	

To Be Completed by ASE Instructor

Information Related to The Program

1. Common name of program (recognized by students)

Main goal of the program

Information Related to the Student

3. To the best of your knowledge, is this student currently enrolled in an ASE course or program at your institution?

☐ a) Yes, this student **is** currently attending ASE at this institution.

☐ b) No, this student is not currently attending ASE at this institution.

☐ c) I don't know if this student is currently attending ASE at this institution.

4. What type(s) of disability does this student have? *Please check all that apply.*

☐ a) Hearing

☐ b) Sight

☐ c) Mild Learning Disability

☐ d) Severe Learning Disability

☐ e) Brain Injury

☐ f) Cerebal Palsy

☐ g) Other Physical Disability – *specify*

☐ h) Other Mental Disability – *specify*

5. Is this student able to respond and be understood *over the telephone* without assistance?

☐ *Yes – go to Q.10*

☐ No – go to Q.6

Continued on back ☛

To Be Completed by ASE Instructor

6. Could they respond over the phone using a TTY? ☐ *Yes – go to Q.10* ☐ *No – go to Q.7*

7. Is this person able to respond and be understood *in person* without assistance? ☐ *Yes – go to Q.10* ☐ *No – go to Q.8*

8. What type of special support services would this person need in order to respond to a personal interview (e.g. braille, signing, etc.)

Please provide as much detail as possible.

9. Please suggest an advocate or support person who could assist with the interview and through whom we could arrange the interview?

Name:

a) Phone: ( ) –

10. Please provide any other background information about this student that you feel would help us to conduct a successful interview.

Appendix 4 Profile Questionnaire Findings

Before launching into a student outcomes survey, the ASE Steering Committee decided that a preliminary step was required - a student profile questionnaire. The profile questionnaire was designed to be completed for each student by instructors at the participating colleges. It asks instructors to report:

Project Participants

Initially, five colleges volunteered to participate in this pilot project:

- University College of the Cariboo (UCC)
- College of the Rockies (COTR)
- Okanagan University College (OUC)
- Kwantlen University College (KWN)
- Vancouver Community College (VCC)

One additional college, Douglas College (DGL), was asked to participate when it became apparent that the cohort sample for the study needed to be increased.

Profile Questionnaire Content

- whether or not the student is still attending ASE studies at their institution,
- the nature of the student's disability,
- whether or not the student can answer the questionnaire over the phone,
- if the student can answer the questionnaire independently,
- the name and phone number of someone to help with the interview if necessary; and,
- any other supporting information to help make the interview a success.

The next section details the findings from the profile questionnaires completed by instructors.

Profile Findings

Despite the fact that the ASE cohort definition stipulates that students must not be enrolled in ASE studies at their former institution, the instructors identified almost 1/5 of the cohort as still attending ASE studies. These students are not eligible to be interviewed in the pilot study.

Table 2: Enrollment Status

	Frequency	Percentage
Still Attending	77	21%
No Longer Attending	244	67%
Do Not Know/Missing Values	42	12%
TOTAL	363	100%

A further eleven students were removed from the sample. These students did not meet the cohort definition either because: they applied but did not register in their program, they only attended classes for a couple of weeks, or they were enrolled in ASE studies prior to the period of enrollment as defined by the cohort definition.

The number of former students eligible to be interviewed for this pilot study totals two hundred and seventy-five (N=275). The next table shows how this breaks down by institution.

Table 3: Eligible Interview Candidates by Institution

UCC	COTR	DGL	KWN	OUC	VCC
29 (11%)	15 (5%)	90 (33%)	36 (13%)	53 (19%)	52 (19%)

The students to be interviewed for this project vary widely in terms of type and number of disabilities.

Table 4: Type of Disability

Disability	Frequency
Hearing	32 (12%)
Sight	30 (11%)
Mild Learning Disability	65 (24%)
Severe Learning Disability	36 (13%)
Brain Injury	23 (8%)
Cerebral Palsy	8 (3%)
Other Physical	33 (12%)
Other Mental	118 (43%)

Table 5: Number of Disabilities

	One Disability	**Two Disabilities**	**Three or More Disabilities**	**Do Not Know**
Frequency	188	54	15	18
Percentage	68%	20%	5%	7%

Table 6: Disabilities Aggregated by Institution

Institution:	**Physical Disability**	**Mental Disability**	**Physical & Mental Disabilities**	**Do Not Know**
UCC	0 (0%)	21 (72%)	5 (17%)	3 (10%)
COTR	0 (0%)	4 (27%)	11 (73%)	0 (0%)
DGL	23 (26%)	49 (54%)	12 (13%)	6 (7%)
KWN	1 (3%)	25 (69%)	5 (14%)	5 (14%)
OUC	0 (0%)	37 (70%)	13 (24%)	3 (6%)
VCC	18 (35%)	28 (54%)	5 (10%)	1 (2%)
TOTAL:	42 (15%)	164 (60%)	51 (18%)	18 (7%)

A majority of students (60%) have a single mental disability. A smaller percentage (15%) has a single physical disability, and approximately 18 percent have both a physical and a mental disability. For 6 percent of the total eligible sample no disability information was provided.

With respect to student ability to answer the questionnaire independently, the profile questionnaire reveals the following information.

Table 7: Interview Approach and Requirements by Institution

Institution:	No Interview Support Required			Interview Support Required	Total
	Phone	TTY	Personal Interview	Personal Interview	
UCC	22	0	0	7	29
COTR	6	0	3	6	15
DGL	61	12	1	16	90
KWN	31	0	1	4	36
OUC	34	1	4	14	53
VCC	36	3	0	13	52
TOTAL	190 (69%)	16 (6%)	9 (3%)	60 (22%)	275

Approximately 22% of former ASE students will require assisted personal interviews. For these students, instructors were asked to provide the name and phone number of a person who could be contacted to assist with the interview. Advocate, or support, contact numbers were provided for 5 of the 60 students (8%), for the remaining 55 students (92%) no advocate numbers were provided. For 13 (24%) of these students phone numbers were provided, but for the remaining 42 students we have no phone number information.

Table 8: Advocate Names and Phone Numbers

Institution:	Advocate & phone number provided	No Advocate phone number but student phone number provided	No Advocate phone number & no student phone number provided
UCC	2	3	2
COTR	2		4
DGL			16
KWN	1	3	
OUC		7	6
VCC			13

Appendix 5 Student Outcomes Questionnaire

BC Adult Special Education Student Outcome Survey
Questionnaire (1998)
Draft #7A: July 7, 1999

Hello, I'm ___. The government of BC and [NAME OF INSTITUTION] would like to find out how useful the classes you took at [NAME OF INSTITUTION] were by asking you some questions. You do not have to agree to answer the questions, but your answers are important because they could help the college to improve courses and services for students. All your answers will be kept private.

INTRODUCTORY QUESTIONS TO DETERMINE SURVEY ELIGIBILITY

Q1. To confirm, did you take courses from [NAME OF INSTITUTION]?
- Yes – Go to Q2
- No – Confirm negative, then thank and terminate
- Still attending – Go to Q3
- Don't Know – Attempt to probe, else thank and terminate
- Refused – Attempt to probe, else thank and terminate

Q2. Are you still taking courses at [NAME OF INSTITUTION]?
- Yes – Go to Q3
- No – Go to next section
- Don't Know – Attempt to probe, else thank and terminate
- Refused – Attempt to probe, else thank and terminate

Q3. What courses are you currently taking at [NAME OF INSTITUTION]?
[CAPTURE RESPONSE AS PROVIDED]

_____

_____

Q3A. What days do you go to school (Check all that apply)?
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Don't Know – Go to Q4
- Refused – Go to Q4

Q3B. On [day(s) from Q3A] how many hours, on average, do you stay at school?
- Monday _____
- Tuesday _____
- Wednesday _____
- Thursday _____
- Friday _____
- Don't Know _____
- Refused _____

Q4. Our records show that you took [NAME OF ASE PROGRAM (CPCDESC)] at [NAME OF INSTITUTION]. Did [NAME OF ASE PROGRAM (CPCDESC)] help you with the courses you are taking now?
- Yes
- No
- Don't know
- Refuse

CURRENT AND FUTURE EDUCATION INFORMATION

IF Q2=2 "NOT STILL ATTENDING" COLLEGE, THEN CONTINUE

Q5. Are you currently taking any other education/training?

Yes – Go to Q7
No –Go to Q6
Don't Know - Go to Q6
Refuse – Go to Q6

Q6. Since you took your last course(s) at [NAME OF INSTITUTION], have you taken any further studies?

Yes – Go to Q8
No – Go to Q9
Don't Know - Go to Q9
Refuse – Go to Q9

Q7. Where are you taking training (probe: what is the name of the school)?
[INTERVIEWER: ONE ANSWER ONLY, IF CURRENTLY ATTENDING MORE THAN ONE INSTITUTION, PROBE FOR MAIN INSTITUTION]

_____

_____

Q7A. Is the program you are currently taking for people with special learning needs?

Yes
No
Don't Know
Refuse

Q7B. What program are you taking at [NAME OF INSTITUTION FROM Q7]?
[CAPTURE RESPONSE AS PROVIDED]

_____

_____

Q7C. What days do you go to school (Check all that apply)?

Monday
Tuesday
Wednesday
Thursday
Friday
Don't Know
Refused

Q7D. On [day(s) from Q7c] how many hours, on average, do you stay at school?
[CAPTURE RESPONSES AS PROVIDED, THEN SKIP TO NEXT SECTION]

Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday _____
Don't Know _____
Refuse _____

Q8. [If Q6=Yes] Where did you take your training (probe: what is the name of the school)?
[INTERVIEWER: ONE ANSWER ONLY, IF CURRENTLY ATTENDING MORE THAN ONE INSTITUTION, PROBE FOR MAIN INSTITUTION]

_____

_____

Q8A. What program did you take at [NAME OF INSTITUTION FROM Q7]?
[CAPTURE RESPONSE AS PROVIDED]

_____

_____

Q9. Do you plan to go back to school in the future?
Yes – Go to Q9A
No – Go to next section
Don't Know- Go to next section
Refuse – Go to next section

Q9A. What do you plan to study?
[CAPTURE RESPONSE AS PROVIDED]

_____

_____

Evaluation of Education - All respondents – Continue

When you first started taking courses at [NAME OF INSTITUTION]:

Q10A. Why did you decide to go to [NAME OF INSTITUTION]?
(DO NOT READ, CHECK ALL THAT APPLY) (IF TO "GET A JOB" PROBE FOR 4, 5 OR 6)

Complete a credential (high school diploma, certificate, diploma or degree)
Prepare to transfer to another institution
Qualify to enter a program in another field
(4) Improve existing job skills
(5) Learn new job skills
(6) Decide on a career/change careers
Personal Interest
Improve basic skills (reading, writing or math skills)
Parents/caregivers wanted me to go/suggested I attend/made me attend
Other (specify) _____
Don't know
Refused

Q10B. What was your main reason [READ ONLY ANSWERS PICKED IN Q10A]

Complete a credential (high school diploma, certificate, diploma or degree)
Prepare to transfer to another institution
Qualify to enter a program in another field
(4) Improve existing job skills
(5) Learn new job skills
(6) Decide on a career/change careers
Personal Interest
Improve basic skills (reading, writing or math skills)
Parents/caregivers wanted me to go/suggested I attend/made me attend
Other (specify) _____
Don't know
Refused

Q11. How close have you come to your goal? [DO NOT READ, PROBE FOR LEVEL]

Very close
Somewhat close
Not very close
Don't know
Refuse

Q12. Why did you leave [NAME OF INSTITUTION]? (DO NOT READ, MARK ONLY ONE RESPONSE) (IF HEALTH RELATED, PROBE FOR 9, 10, OR 11)

Completed all the credits I needed
Changed mind about program/job goals or plans changed
Transferred to/Qualified for admission at other institution/program
Disappointed with program or college/institute
Disappointed with own performance/failed program
Got a job/decided to work/became self-employed
Job situation changed (Have a job)
Barriers to access (E.g. accommodation at school, transportation, scheduling)
Health problem related to disability
Health problem not related to disability
Health of family member
Personal/family reasons
Finances
Daycare for children
Other (Specify) _____
Not Applicable
Don't Know
Refused

Q13. Do you know if [NAME OF INSTITUTION] has:

A) People to help students find out how they can help pay for their courses?

Yes – Go to AA | Don't Know
No | Refuse

AA) [IF YES] Did you use talk to these people at the college?

Yes | Don't Know
No | Refuse

B) Learning Assistance or tutoring services to help students with their studies?

Yes – Go to BB | Don't Know
No | Refuse

BB) [IF YES] Did you get this kind of help at the college?

Yes | Don't Know
No | Refuse

C) Special equipment to help students with their studies?

Yes – Go to CC | Don't Know
No | Refuse

CC) [IF YES] Did you use any of this special equipment?

Yes | Don't Know
No | Refuse

Q14A. In your courses were you taught:

Yes
No
Don't Know/Refuse

a) Reading Skills
b) Writing Skills
c) Math Skills
d) Speaking Skills
e) Listening Skills
f) How to spend time talking with other people
g) To use computers
h) How to solve problems and make decisions
i) How to take care of your own money
j) How to work together with other people
k) How to look for and find job opportunities
l) How to write a resume
m) How to do well in a job interview

Q14B. After taking your courses do you feel you have improved in the following areas:
[RANDOMIZE ORDER AND PROBE FOR FREQUENCY]

A lot of improvement
Some improvement
Not much improvement
Not Applicable
Don't Know
Refuse

	A lot of imp.	Some imp.	Not much imp.	N/A	DK	Ref
a) Reading Skills						
b) Writing Skills						
c) Math Skills						
d) Speaking Skills						
e) Listening Skills						
f) Ability to spend time talking with other people						
g) Ability to use computers						
h) Ability to solve problems and make decisions						
i) Self-confidence /self-esteem /assertiveness (feel good about yourself)						
j) Personal health and safety						
k) Ability to take care of your own money						
l) Ability to make new friends						
m) Ability to work together with other people						
n) Ability to look for and find job opportunities						
o) Resume writing skills						
p) Ability to do well in a job interview						
q) Doing things/activities on your own (e.g. taking the bus, shopping, etc.)						
r) Finding out about and taking part in activities offered in your home community						
s) Going to community job search agencies to search for job opportunities						

Q15. How could Adult Special Education training at [Name of Institution] be improved?
[CAPTURE RESPONSE AS PROVIDED, THEN MOVE INTO NEXT SECTION]

Employment

Q16. Are you working now at a job or business (can be either paid or volunteer work)?

Yes – Go to Q16A
No – Go to 17
Don't Know – Go to next section
Refuse – Go to next section

Q16A. How many jobs do you currently have?

One
Two
Three or More
Don't Know
Refuse

[IF Q16A=2 OR 3 THEN READ THIS STATEMENT FIRST] The next few questions relate to your main job; that is the job at which you work the most hours.

Q16B. What days do you go to work (Check all that apply)?

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
Varies
Don't Know
Refuse

Q16BB) About how many days a week do you usually work? [RECORD VERBATIM]

Q16C. On [days from Q16A], how many hours, on average, do you stay at work? [CAPTURE RESPONSE AS PROVIDED]

Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday _____
Saturday _____
Sunday _____
Varies _____
Don't Know _____
Refuse _____

Q16D. Are you paid for your work?

Yes – Go to Q16E
No – Go to Q18
Don't know – Go to Q18
Refuse – Go to Q18

Q16E. How much are you paid for your work? [INTERVIEWER: CODE ANSWER; PROBE FOR CLARIFICATION IF NECESSARY]

$_____ an hour
$_____ a week
$_____ every two weeks
$_____ a month
_____ Varies

Need to calculate minimum wage to determine skip. (minimum wage $7.15hr) – if weekly wage provided: divide by sum of Q16c, if every two weeks: divide by sum of Q16 multiplied by 2, if monthly wage: divide by sum of Q16c multiplied by 4.

IF MINIMUM WAGE OR ABOVE, GO TO Q16F. IF RESPONDENT EARNS LESS THAN MINIMUM WAGE, GO TO Q16G]

Q16EE: Minimum Wage Calculation:
01= minimum wage or above - Q16F
02= less than minimum wage - Q16G
03= Don't know
04= refused

Q16F. Do you make enough money from your job to support yourself (i.e. pay your own rent, buy your own food, pay for your own transportation, etc.), or do you need financial assistance/help (Interviewer: includes loans, income assistance, money from family, etc.)?

Able to support self
Need financial assistance
Don't Know
Refuse

Q16G. Do you own your own business?
Yes – Go to 16H
No – Go to 16J
Don't Know- Go to 16J
Refuse – Go to 16J

Q16H. [If Q16G=1] What is the name of your business?

_____

_____

Q16I. [If 16G=1] What kind of business, industry or service is it? [Go to Q16K]

_____

_____

Q16J. How did you find out about your [main] job? (MARK ALL THAT APPLY)
Student employment or placement centre at your college
Community or government employment or placement centre
Work experience program (e.g. Practicum, work experience, co-op)
Union or professional organization
Instructor/teacher at your college
Friends or Relatives
Found job on my own
Other _____
Don't know
Refuse

Q16K. What is your job title?
[INTERVIEWER: REFERS TO MAIN JOB IF RESPONDENT HAS MORE THAN ONE JOB. GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL TEACHER, RECREATION DEPARTMENT SUPERVISOR, SHOE SALESPERSON…]

[NOTE: IF TRADESPERSON CLARIFY IF THEY ARE A JOURNEYMAN OR NOT E.G. PLUMBER NOT JOURNEYMAN-PLUMBER JOURNEYMAN]

_____

_____

Q16L. What are your main duties?

_____

_____

Q16M. [If Q16G=1 skip to Q16N] For whom do you work?
(NAME OF BUSINESS, GOVERNMENT DEPT. OR AGENCY, OR PERSON)

_____

_____

Q16N. Is this the kind of work you want to do, or do you want to do a different kind of work?
RECORD VERBATIM, PROBE FOR DETAILS – *Go to Q19*

_____

_____

Q17. [If Q16=2 "Not currently working"] Are you looking for work?

Yes – Go to 17A	Don't Know – Go to 17A
No – Go to 17A	Refused – Go to 17A

Q17A. What is the main reason you are not working (ONE RESPONSE ONLY)?

Not able to work for health or disability reasons	Need or want more education or training
Not able to work for family reasons	Salary is too low in jobs available
Cannot find a job	Other (Specify): _____
Have not looked for a job	_____
Going to school	Don't Know
	Refused

Q17B. Have you worked at a job or a business at any time since leaving [NAME OF INSTITUTION]?

Yes – Go to Q17C	Don't Know – Go to Q17D
No – Go to Q17D	Refused – Go to Q17D

Q17C. Were you paid for the work that you did?

Yes	Don't Know
No	Refused

Q17D. Have you ever had problems finding a job?

Yes – Go to Q17E	Don't Know - Go to Q19
No – Go to Q19	Refused – Go to Q19

Q17E. What kind of problems have you had trying to find a job?
(INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; PROBE FOR CLARIFICATION) – *Go to Q19*

_____

_____

[IF Q16D=No, Don't Know or Refused THEN CONTINUE, OTHERWISE SKIP TO Q19]

Q18. How did you find out about your [main] job? (DO NOT READ, MARK ALL THAT APPLY)
Student employment or placement centre at your college
Community or government employment or placement centre
Work experience program (e.g. Practicum, work experience, co-op)
Union or professional organization
Instructor/teacher at your college
Friends or Relatives
Found job on my own
Other
Don't know
Refuse

Q18A. What is your job title?

(INTERVIEWER: REFERS TO MAIN JOB IF RESPONDENT HAS MORE THAN ONE JOB. GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL TEACHER, RECREATION DEPARTMENT SUPERVISOR, SHOE SALESPERSON…)

(NOTE: IF TRADESPERSON CLARIFY IF THEY ARE A JOURNEYMAN OR NOT E.G. PLUMBER NOT JOURNEYMAN-PLUMBER JOURNEYMAN)

_____

_____

Q18B. What are your main duties?

_____

_____

Q18C. For whom do you work?
(NAME OF BUSINESS, GOVERNMENT DEPT. OR AGENCY, OR PERSON)

_____

Q18D. Are you looking for paid work?

Yes	Don't Know
No	Refuse

Q18E. Have you worked at a paid job or a business at any time since leaving [NAME OF INSTITUTION]?

Yes	Don't Know
No	Refuse

Q18F. Have you had any problems finding a paying job?

Yes – Go to Q18G	Don't Know – Go to Q19
No – Go to next section	Refused – Go to Q19

Q18G. What kind of problems have you encountered when trying to find a paying job?
(INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; PROBE FOR CLARIFICATION)

_____

_____

Q19. Have you visited a community employment agency to get help finding a job?

Yes	Don't Know
No	Refused

Funding .

Q20. [If Q2=2 and Q5=2] What were your top three sources of income to live on when you were at [NAME OF INSTITUTION]? [PROBE FOR TOP THREE SOURCES OF INCOME]

Personal Savings
Employment
Funding from parents (including free room and board)
Income or support from spouse or other relatives/friends
ABESAP (Adult Basic Education student Assistance Plan)
VRS (Vocational Rehabilitation Services)
BC Benefits/TAB funding
Disability Benefits Level 1
Disability Benefits Level 2
Other(Specify)_____
Don't Know
Refuse

Q21. What are your top three sources of income to live on right now? [PROBE FOR TOP THREE SOURCES OF INCOME]

Personal Savings
Employment
Funding from parents (including free room and board)
Income or support from spouse or other relatives/friends
ABESAP (Adult Basic Education Student Assistance Plan)
VRS (Vocational Rehabilitation Services)
BC Benefits/TAB funding
Disability Benefits Level 1
Disability Benefits Level 2
Other(Specify)_____
Don't Know
Refuse

Past Education and Equity Questions

Q22. Before going to [NAME OF INSTITUTION], did you complete high school?
- Yes
- No
- Don't Know
- Refused

Q23. Is English the first language you learned as a child?
- Yes
- No
- Don't Know
- Refused

Q24. Are you an aboriginal person? That is, an indigenous person of Canada; including First Nations (status or non-Status) or Metis or Inuit?
- Yes
- No
- Don't Know
- Refused

Q25. To confirm our records, what is the nature of your disability?
- Cerebral Palsy
- Vision/blindness
- Attention Deficit Disorder/ADD/ADHD
- Autism
- Cognitive Disability/low recognition and retention
- Mental Health/bi-polar illness/depression/anxiety
- Mental Handicap
- Developmental Disability
- Brain Injury
- Physical Disability/mobility impairment
- Asperger's Syndrome
- Speech impairment
- Slow learner/Learning disability
- Deaf/Hard of hearing
- Epilepsy
- Downs Syndrome
- Tourette Syndrome
- Other (Specify)
- Don't Know
- Refused

Q26. The BC Provincial government would like to combine the information from this survey with other education information. To protect your privacy, your name will not be included in this information. Do you give permission to the government to combine the information you have provided in this survey with other education information?
- Yes
- No
- Don't Know
- Refused

Thank you for taking the time to talk with me today and to help with this important survey. The findings from this survey will be used to make Adult Special Education better for all students.

Appendix 6 Net Frame and Response Rates

Final Record Dispositions and Completion Rates of ASE Pilot Study

	TOTAL		Douglas		VCC		UCC		OUC		Kwantlan		COTR	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Included in Net Frame														
Phone Complete	*166*	66%	*58*	73%	*27*	61%	*17*	63%	*29*	57%	*24*	69%	*11*	73%
In-Person Complete	*17*	7%	*2*	3%	*2*	5%	*4*	15%	*9*	18%	*0*	0%	*0*	0%
In-Person Appointments	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Partial complete	*1*	0%	*1*	1%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Scheduled callback	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Refused	*19*	8%	*5*	6%	*8*	18%	*0*	0%	*2*	4%	*2*	6%	*2*	13%
Government/business	*2*	1%	*1*	1%	*1*	2%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Answering machine	*9*	4%	*3*	4%	*4*	9%	*1*	4%	*0*	0%	*0*	0%	*1*	7%
No answer	*2*	1%	*0*	0%	*0*	0%	*0*	0%	*1*	2%	*0*	0%	*1*	7%
Busy signal	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Fax/modem	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Not in service/wrong numbers	*35*	14%	*10*	13%	*2*	5%	*5*	19%	*9*	18%	*9*	26%	*0*	0%
Travelling within NA	*1*	0%	*0*	0%	*0*	0%	*0*	0%	*1*	2%	*0*	0%	*0*	0%
TTY interviews to be called	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
In-person interviews to be called	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
Phone interviews to be called	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%	*0*	0%
TOTAL NET FRAME	*252*	100%	*80*	100%	*44*	100%	*27*	100%	*51*	100%	*35*	100%	*15*	100%
Excluded from Net Frame														
Travelling/living out of NA	*3*		*0*		*1*		*0*		*1*		*1*		*0*	
Serious illness	*2*		*1*		*0*		*1*		*0*		*0*		*0*	
Deceased	*0*		*0*		*0*		*0*		*0*		*0*		*0*	
Duplicate	*1*		*1*		*0*		*0*		*0*		*0*		*0*	
No phone number	*9*		*8*		*1*		*0*		*0*		*0*		*0*	
Enrolled, but did not attend	*1*		*0*		*0*		*0*		*1*		*0*		*0*	
Language termination	*0*		*0*		*0*		*0*		*0*		*0*		*0*	
Required ASL interpreter	*6*		*0*		*6*		*0*		*0*		*0*		*0*	
TOTAL EXCLUDED FROM NET FRAME	*22*		*10*		*8*		*1*		*2*		*1*		*40*	
GROSS FRAME	*274*		*90*		*52*		*28*		*53*		*36*		*15*	
COMPLETION RATES	183	73%	60	75%	29	66%	21	78%	38	75%	24	69%	11	73%

Appendix 7 Lessons Learned Report

LESSONS LEARNED: 1999 ASE PROGRAMS STUDENT OUTCOMES SURVEY

A main objective of the 1999 Adult Special Education (ASE) Programs Student Outcomes Survey Project was to pilot an outcomes style survey with a former ASE student cohort. While conducting this project, a number of issues and challenges arose and were addressed as needed. This document provides background, reviews the lessons learned, and provides recommendations for consideration in future studies.

ASE Cohort Definition and Cohort Submissions

Background

The 1999 ASE Programs Student Outcomes survey adhered to an outcomes survey methodological approach. Surveys of this type are designed to interview former students who completed or almost completed their programs of study. For this study, the cohort definition stipulated that to be eligible for the survey, former ASE programs students must have been enrolled in ASE courses for a minimum of four consecutive months or they must have completed at least three ASE courses during the period of enrollment.

Initially, the ASE Programs Student Outcomes Steering Committee wanted to include both former students and students still taking ASE studies at the participating colleges. It was later decided, however, that the ASE cohort definition should imitate the larger BC College and Institute Outcomes Survey as the steering committee was interested in assessing the plausibility of including former ASE programs students in the larger system level survey.

Lessons Learned

1. Meeting the cohort criteria

In total, the six participating colleges submitted 363 ASE student names. Profile data revealed that 77 individuals were still attending ASE studies at the college from which their name was submitted, and a further 11 individuals did not meet the cohort definition criteria for other reasons. These names were removed from the net frame of the study. A total of 275 student names were handed over to the data collection company for interview.

Designing the cohort definition to include only those former students who had a **significant** exposure to ASE programs also reduced the size of the sample group. Former students who enrolled in only one or two courses or those who did not enroll for four months continuously during the period of enrollment were not included in the survey.

Recommendation:

- *Revisit cohort definition and decide whether an outcomes survey methodological approach is the appropriate method through which to obtain ASE programs outcomes*

information. Perhaps a longitudinal study of a cohort of ASE students would provide more comprehensive information about those who participate in ASE programs and their outcomes.

2. Quality of cohort submissions

The profile questionnaire results revealed the importance of carefully scrutinizing cohort submissions to ensure that all individuals to be interviewed meet the cohort criteria definition. It also showed that ASE students retain ties to ASE programs at the college they attend for an extended length of time. In fact, while the ASE Programs Student Outcomes survey was in the field (i.e. the cohort of former students were being contacted for interview), it was discovered that a further 13 individuals included in the cohort were still attending the college from which their name was submitted.

Recommendation:

- *Continue to use the profile questionnaire to ensure that cohort sample group meets the cohort criteria definition.*

3. Post-Secondary Discipline Codes

A problem with Post-Secondary Discipline (PDC) codes was also discovered. Colleges use these codes to classify college programs, and they were used in the ASE Programs Student Outcomes survey to identify and extract student names from administrative systems for the survey cohort. At one college a number of former ASE students who took modified regular programs were not included in the cohort submission due to the PDC codes used to classify their program of study. The modified regular programs that these students enrolled in were assigned the associated regular programs' PDC code. Efforts to obtain the cohort submission information for these students were not successful.

Recommendation:

- *PDC codes for ASE students in modified regular programs needs to be resolved by colleges.*

<u>Questionnaire Design and Data Collection</u>

Background

Two questionnaires were created for the 1999 ASE Programs Student Outcomes Survey Project; a student profile questionnaire and a student outcomes questionnaire. The structure of the student outcomes questionnaire was closely aligned to the BC Colleges and Institutes survey with some minor modifications. The profile questionnaire was designed to obtain additional information about each student to assist interviewers with administration of the questionnaire. It was also used to identify students who were still in ASE programs at the college, and to determine whether students could be interviewed over the telephone, or if face to face interviews would be more suitable. If personal interviews were deemed by instructors to be the best approach, the profile questionnaire was used to collect caregiver/guardian

names and phone numbers so that these individuals could be contacted to help assist with the interview if necessary.

From the profile information it was ascertained that approximately three-quarters of students in the sample could be interviewed over the telephone without assistance. The remaining one-quarter would require personal interviews and caregiver assistance would be needed for some of these interviews. Once in the field, interviewers discovered that they were able to change the interview method from face-to-face to telephone interview for a number of students. Of the 69 students categorized as requiring personal interviews by the profile questionnaire, 28 were successfully interviewed over the telephone. Two other students chosen for personal interview were interviewed over the telephone with TTY assistance. One student designated for a telephone interview with TTY assistance was interviewed in person, and a further three students were interviewed in person rather than over the telephone.

Lessons Learned

1. Value of the profile information

The design of the profile questionnaire worked well with the exception of the disability categories, which did not provide enough useful information to assist with interviews and data analysis. Rather than asking for the individual's disability, it would have been more useful to ask for information regarding individuals' cognitive processing capabilities. During the interview process it was discovered that individuals with severe cognitive processing difficulties experienced problems understanding and answering the survey questions and it took them longer to complete the survey. A qualitative approach to obtaining outcomes information from this group of respondents would perhaps have been more appropriate.

Although complete profile information was not provided for all students, the information that was provided was very useful. The profile information helped to inform interviewers about what to expect and what to be aware of during interviews.

Recommendations:

- *Rather than requesting information about the nature of an individual's disability through the profile questionnaire, ask for information about individual's cognitive processing capabilities (e.g. none, mild, moderate, or severe). Individuals identified as having severe cognitive processing difficulties are then clearly identified and can receive appropriate consideration when being interviewed.*
- *The profile questionnaire proved to be a valuable tool that helped to ensure the success of the project. To realize the full potential of this tool in the future, ASE instructors should be made more aware of how the profile information is linked to the overall success of the project. Instructors should also provide more detailed caregiver information such as full names and phone numbers for parents and/or guardians as well as information about students' last known residential living arrangement (i.e. group home vs. family home or living alone).*

2. Freedom of Information

Freedom of Information and Protection of Privacy (FOI/POP) was a serious issue of concern. One participating college chose not to provide caregiver/guardian names and phone numbers, and instructors at another participating institution elected not to complete profile questionnaires due to privacy concerns. If the profile questionnaire is to be used in future surveys FOI/POP concerns will have to be resolved.

Recommendation:

- *Freedom of Information and Protection of Privacy concerns will have to be resolved. As alternative to the profile questionnaire, it has been suggested that an exit survey of ASE programs students could be implemented at each college. This exit survey could gather all of the profile information that would be needed for a survey project — including caregiver approval to have their full contact information included with a student's profile information.*

3. Questionnaire Design

According to the staff who administered the survey, the design of the student outcomes questionnaire was well constructed with the exception that questions 14a and 14b in the education evaluation section were too lengthy. The survey staff found that some respondents began to loose interest and became annoyed by the repetitiveness of the questioning process. The length of the questionnaire was problematic for those respondents with short attention spans, language comprehension difficulties and for those who tired easily due to physical or mental health conditions. Administering the questionnaire over two sessions worked better for some of these respondents. On average, however, it took twenty-two minutes to complete the questionnaire (the modal length was 15 minutes). Several interviews (N=25) took much longer to complete, the longest lasting 85 minutes.

Twenty-two percent of former students said they did not know how they were being paid for their work. According to one ASE Programs Student Outcomes Steering Committee member, many former students, often due to their disability (especially those with some developmental disabilities, head injuries, and some mental health disabilities) are not able to reflect or remember (timing is an issue here for some respondents). As a result, he says that many of these respondents may give interviewers what they think the interviewer will want to hear or vastly distorted information.

Some respondents were not able to report the actual number of days they worked each week because they said it varies week to week, therefore, a new category, "varied" had to be added to question 16b. A "varies" category also had to be added to question 16e. These results show that participation in the labour force is unique for ASE individuals. The fact that some of the labour force response categories needed to be augmented during the interview period to accurately capture some responses, illustrates that standard categories do not necessarily capture the non-standard participation patterns that many of these respondents have in the labour force.

During interviews, some respondents unknowingly provided answers to questions to be asked later in the survey. A more flexible pen and paper approach to recording the data was, therefore, adopted in addition to the more rigid Computer Assisted Telephone Interview (CATI) system. Responses recorded on paper were later entered into the database constructed for the survey.

Recommendations:

- *Review questions 14a and 14b of the survey to see if the lists can be reduced to a few key evaluation questions.*
- *Design a qualitative survey instrument for use with students who experience severe cognitive processing difficulties. This will deter these students from providing what they think are desired responses, and will allow for data collection that is sensitive to non-standard responses. The data collection company, Points of View Research Ltd., recommends using an approach they refer to as "following the path" wherein a brief interview script covering the main categories of information to be collected would be constructed for interviewers to follow. The respondents would be asked to share their experiences. These narrative accounts would then be analyzed for report writing.*
- *The importance of flexibility regarding data collection is an important lesson learned from this survey. The flexibility of the pen and paper approach to recording some respondent responses should be retained as a data collection option, although the use of CATI for the bulk of the interviews should be retained in future projects.*

4. Multiple Interviewing Methods

Multiple interviewing methods were employed in this study with success. A few individuals stated that they would participate only if they were mailed or faxed the questionnaire and allowed to complete it themselves. Two weeks prior to the close of the interview period, three students were faxed the student outcomes questionnaire. None of these questionnaires had been returned by the end of the field work period.

Recommendations:

- *It is recommended that a multi-method approach to data collection be used in future projects, and that surveyors be given discretion to change the interview method with the understanding that they are to stay within the survey budget.*

5. ASL Interpreters

Six students in the sample required American Sign Language (ASL) assistance. Provision for this assistance had not been arranged prior to the fieldwork period. It was assumed that caregivers or guardians would be able to provide this assistance if required. Only one of the six students was interviewed with the assistance of a family member who interpreted the questions and the responses. Another of these students was interviewed over the telephone using TTY interpretation.

Recommendation:

- *Improved identification of students requiring ASL interpreters and provisions for ASL interpreters to assist with surveys should be arranged prior to the fieldwork period in future ASE studies.*

6. Notification Letters

Halfway through the fieldwork period a survey notification letter was sent out to twenty students who had not yet been successfully contacted. In response, one student contacted the data collection firm for an interview.

Recommendation:

- *A higher response rate may be achieved if survey notification letters are sent out prior to contacting individuals to be interviewed.*

Conclusion

The results from this pilot survey reveal that many former ASE programs students can be surveyed like any other college or institute student. There are instances, however, when this is not the case, and interviewers have to be prepared for this possibility. For this reason, it is not recommended that a request to include former ASE programs students in the larger BC Colleges and Institutes survey be put forward. A system wide longitudinal study of a cohort of ASE programs students is a practical alternative that may yield even more useful outcomes information than a "snapshot" survey such as the one undertaken in this pilot study.

Appendix 8 BC Sign Language (ASL) Interpreter Service Providers

This reference list of professional interpretive service providers may be used when looking for interpreting services. Students who are deaf-blind and use sign language as the medium for communication will also be able to find an interpreter by contacting the organizations listed.

Interpreting Services Project (ISP)
British Columbia Institute of Technology
3700 Willingdon Avenue, Burnaby, British Columbia, V5G 3H2
Phone: (604) 451-6933
TTY: (604) 451-6955
Email: bcitisp@bcit.ca

Jobsline
British Columbia Institute of Technology
3700 Willingdon Avenue, Burnaby, British Columbia, V5G 3H2
Phone: (604) 432-8666
Email: bciteps@bcit.ca

Westcoast Association of Visual Language Interpreters (WAVLI)
P.O. Box 41542-923 12th Street, New Westminster, BC, V3M 6L1
Internet Address: www.wavli.com

Western Institute for the Deaf and Hard of Hearing (WIDHH)
2125 West 7th Avenue, Vancouver, BC, V6K 1X9
Phone: (604) 736-7391
TTY: (604) 736-2527

Island Deaf and Hard of Hearing Centre (IDHHC)
Suite 300, 1627 Ford Street, Victoria, BC, V8R 1H8
Phone: (250) 592-8144
TTY: (250) 592-8147
Email: idhhc@tnet.net
Internet Address: www.com/~idhhc

Still Interpreting Inc.
3469 Mons Drive, Vancouver, BC, V5M 3B5
Phone: (604) 433-6359
TTY: (604) 433-0411
Email: stilterp@axionet.com

In British Columbia, interpreters are trained at Douglas College and language training is provided at Vancouver Community College. These two colleges work in partnership, offering a three-year program -- one year of intensive language instruction and two years of interpreting instruction.

Appendix 9 A Proposal: Adult Special Education Outcomes Project (March 1998)

A Proposal

Adult Special Education Outcomes Project

Prepared by Leslie Tenta & Associates, Educational Services
for the
Adult Special Education Outcomes Steering Committee

March 1998

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ASE Outcomes Steering Committee

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Earl Krushelnicki	College of New Caledonia
Wendy Panchyshyn	College of the Rockies
Bob Logelin	Douglas College
Yale Shap	*Kwantlen College*
Wendy Nixon	Malaspina College
Jean Campbell	Ministry of Advanced Education, Training & Technology
Richard Broadbent	Northern Lights College
Ron Martens (alternate)	Northern Lights College
Debbie Holkestad	Northwest Community College
Marilyn Raymond	Okanagan University College
Marvin Work, Chair	Selkirk College
Brenda Anderson	University College of the Cariboo
Bob Bolton	University College of the Fraser Valley
Bety Nobel	Vancouver Community College

Introduction

Program representatives at the 1996 Adult Special Education (ASE) Articulation Committee meeting "were in complete agreement that it was desirable to initiate an ASE Outcomes Study."[i]

A small ASE Outcomes Steering Committee, chaired by Marvin Work of Selkirk College, began the planning process. Survey instruments and procedures of the Adult Basic Education (ABE) and the English as a Second Language (ESL) Outcomes Projects were reviewed.

In May 1997, funding for the development of this ASE Outcomes Project proposal was obtained from the Ministry of Education, Skills and Training, Access and Health Programs Branch, Post Secondary Division. In November of that year, planning began in earnest and a full-day meeting of the ASE Outcomes Project Steering Committee was held in February, 1998. All public colleges and institutes receiving ASE funding were invited to have a representative on this committee.

Goals and direction for the ASE Outcomes Project were reached by consensus of the thirteen people present at that meeting. Representatives unable to attend were urged to comment via electronic mail both prior to and following the meeting. Based on this consensus, the following proposal is made.

Purpose of the Proposal

This proposal is submitted on behalf of the ASE Outcomes Steering Committee to

- provide a rationale for initiating an immediate outcomes study of former ASE students and a subsequent longitudinal study of future ASE students;
- present various methodologies for the project with related feasibility issues and estimated budget requirements;
- describe the type of data to be collected and its benefit;
- obtain funding for the ASE Outcomes Project.

Rationale

British Columbia's colleges and institutes received funding for 1035.9 full time equivalent students (FTE's) in Adult Special Education in the 1996/97 and in the 97/98 college years.[ii] The number of actual students served each year by this funding is greater than the FTE number by perhaps a half.

An ASE student has been defined as a student with a permanent disability or with a combination of learning difficulties constituting a barrier to success in regular programming.

Approximately 70 programs for ASE students are offered throughout 16 public colleges and institutes. In addition, 20 resource centres in the colleges offer special support for students with disabilities. Programs have been developed to meet the needs of area students. At each campus, transition to other programs within the college and to local employment opportunities are important considerations as ASE students tend to remain in their same community. Consequently, great variety exists amongst ASE programs in both intent and format; however, common themes are present.

ASE instructors and program administrators are aware of the outcomes for many of their students; former students are encountered around the campus or community, and program-based follow-up may be done. But in BC, and indeed across Canada, it appears no formal systematic attempt has been made to understand and evaluate the outcomes for students who have participated in ASE programs at public colleges and institutions.

The ASE Outcomes Steering Committee wishes to address this lack and proposes the following:

1. A follow-up study of 1996/97 ASE students at five colleges to provide an immediate *snapshot* of student outcomes and demographics;

2. A system-wide longitudinal study of the 1998/99 ASE student population to expand and clarify the information gained in the initial follow-up study.

The ASE Outcomes Steering Committee believes these studies will assist college personnel in their aim for *best practices*[iii] (see Appendix A). An analysis of the wide variety of student outcomes and students' perceptions of their ASE experiences over a one year period will

1. Provide specific data concerning ASE students;
2. Provide an impetus for change to increase the quality and relevance of programs;
3. Give ASE students an opportunity to have an impact on future programs;
4. Enhance the credibility of ASE programs and promote awareness about ASE within colleges and communities;
5. Assist the ASE Outcomes Steering Committee to identify ways in which ongoing outcomes data can be validly collected and analyzed for ASE students.

Literature Search and Related Studies

The literature search used the indexes of the Education Resources Information Centre (ERIC), UBC, SFU and the BC Public Library. Search words were a combination of descriptors for disabilities, post-secondary/college, educational outcomes, and follow-up studies. Material published prior to 1985 was not investigated.

The materials identified discuss numerous aspects of post-secondary education for students with disabilities. These included access, accommodation, barriers, teaching and learning strategies, inclusion, and legal recourse. Little appears to have been published concerning outcomes for students with disabilities. Melanie Panitch of the Roeher Institute confirmed that this was a neglected area, likely because of the different entry/exit requirements and learning patterns.

Reports of two American studies, *What Makes a Difference? Factors Related to Postsecondary School Attendance for Young People with Disabilities*[iv] and *College Freshmen with Disabilities...,*[v] provide useful insights for the development of survey instruments and interpretation of data, although neither is an outcomes study.

The 1994 Canadian report, *A Look at Employment-Equity Groups... and the Activity Limited,*[vi] analyses data from the 1992 National Graduates Survey (NGS) of 1990 graduates. Those students considered *activity-limited* had self-identified in response to "Are you limited in the kind or amount of activity you can do because of a long-term (6 months or more) physical condition, mental condition or health problem...?"[vii] According to this report, the activity-limited comprised 6.5% of community college graduates which paralleled estimates of persons with disabilities in the general population and workforce in 1991. The report compared employment outcomes for the activity-limited to others in their class. The activity-limited college graduates were more likely to be from trade and vocational programs and earned 1.5% less. Figures were not provided, but the report stated that labour force participation was lower and fell "as a simple index" of the rise in the severity of the activity limitation.

The annual BC College and Institute Student Outcomes Survey identifies students with disabilities but does not differentiate them in the data analysis.

The 1994 Canadian Labour Force Development Board principles for transition into employment provide a useful resource for considering appropriate employment-related outcomes; this will assist in designing the survey instruments.

The students, instructors and administrators of public colleges and institutions of BC have been well served by outcomes studies in this decade. The BC College and Institute Student Outcomes Survey has gathered data from students in applied and academic programs for ten years. From 1993 to 1997, the Adult Basic Education Outcomes Project surveyed three cohorts of students longitudinally for time periods ranging from 13 to 30 months. In 1996, an English as a Second Language Student Outcomes Project commenced, and is currently in its second phase. The ABE and ESL students had not been included in the annual BC College Student Outcomes Surveys due to the perception of qualitative differences in student demographics, objectives, and outcomes. Tracking and research procedures were specially designed for the ABE and ESL Outcomes Studies.

Those students funded by Adult Special Education have not usually been included in any of these BC outcomes studies. The ASE Outcomes Steering Committee members realize the need to carefully craft the survey instruments and methodology to effectively capture responses from students with disabilities. The procedures, instruments and experiences of the ABE and ESL Projects will be a good foundation for the ASE Outcomes Project.

The Proposed ASE Outcomes Project

STUDY A: June, 1998

This *snapshot* outcomes and demographics follow-up study of students registered as ASE students during the 96/97 college year at five colleges will furnish representative data quickly. Appendix B lists the outcomes which the Steering Committee felt should be considered. This informative study will also serve as the pilot study for Study B.

STUDY B: September, 1998 to Spring, 2000

This longitudinal study will consist of a Point of Entry questionnaire which establishes baseline data and demographic information, and an outcomes survey similar to Study A. The survey design, study methodology and procedures are also expected to be similar to Study A. Ideally, a midpoint data gathering process would also be in place.

Study A: June 1998

Cohort:

Students registered as ASE students during the 96/97 year at five colleges. The colleges wishing to participate and their estimated numbers of students follow:

- University College of the Cariboo (60)
- Vancouver Community College (150)
- Kwantlen College (80)
- Okanagan University College (150)
- College of the Rockies (30)

Process:

1. Registrars provide lists of the 96/97 students designated as ASE. Student numbers, local and permanent addresses, phone numbers, and courses enrolled would be required.

2. ASE instructors look over registrars' lists and answer a brief questionnaire for each student. The purpose of the instructor questionnaire is to indicate

   a) student's ability to respond to a phone survey (estimated by Committee at 60 -75% of the target group)
   b) disability type
   c) overall goal of program in which student was enrolled (e.g. academic skills, pre-employment skills, vocational skills, preparation for another program, transition)
   d) program's common name that student would recognize
   e) if student required an in-person interview, any special assistance necessary (e.g. interpreter, worker)

3. Registrar's list and instructor questionnaires would then be forwarded to the project coordinator for development of the required data base.

4. An introductory explanatory letter would be sent to all persons identified as part of the cohort. This letter could efficiently be done centrally using the data base to prepare personalized letters in a merged format. Consideration will be given to adapting the correspondence for those identified as visually impaired.

5. The coordinator will arrange the telephone surveying with a commercial survey house skilled in sensitive survey work. Students' responses will be data -entered immediately.

6. The coordinator will work with the individual colleges regarding the in-person interviews. The trained interviewers will work from the same survey as the telephone interviewers.

7. In-person survey responses will be centrally data-entered and combined with the phoned data.

8. Analysis and report generation will be done centrally. Ideally, the Study A data will be available in segregated (for individual colleges only) and aggregated form.

9. Thank you letters, done centrally and sent to the participating students would be nice. These letters might also include a few highlights of the study and mention benefits for the college and community.

The Study A Outcomes Survey will include:

1. Retrospective Questions to provide added insight to the outcomes data. The retrospective questions would be along these lines:
    a) What do you remember about why you went to ___College to take ___(local program name)?
    b) What did you want to learn?
    c) What were the 3 best things you learned?
    d) What made you the happiest about being in ___ (program)?
    e) Did you have any problems when you were in ___? What?
    f) Do you think something should be changed about ___ (the program)? What?

2. Demographic and Prior Experience information gathering
   In Study B this will be done at the Point of Entry.
    a) birth year, sex, cultural background, language, relationship status (changes?)
    b) previous education
    c) prior employment (including full and part-time, supported, volunteer)
    d) prior recreational and leisure interests
    e) prior community access capabilities

3. Students' perception of increases in specific skills and knowledge since he/she started ___ (the program).

4. Current Situation and situation in preceding year
    a) student's main present activity (education, employment, on vacation, and so on) with subsequent queries
    b) education in past year
    c) employment in past year
    d) if unemployed, does he/she want to be working & if not, why?
    e) recreational and leisure pursuits
    f) community access
    g) income (source and amount)

5. Students' plans for immediate future as an open-ended question

Note: In all sections concerning outcomes and perceived changes, appropriate questions will determine the students' perceptions of the influence of the ASE program on these outcomes and changes. For example, if attending another program, "How well did (the ASE program) prepare you for this new course?" In addition, the surveys will be designed so the same indicators are used for prior and current situations (e.g. employment, community access).

Feasibility Issues for Study A

1. Time Factor

A concern for Study A is timing. The Steering Committee feel it is vital to have formal data available this year, and the June 1998 interview target date makes that possible. The lead time is rather short, especially as the funding approval still has to be received. A great advantage of the short lead time is the enthusiasm and commitment of those members of the Steering Committee whose colleges are to be part of Study A; they're "on a roll".

2. Obtaining Registrars' Information for 96/97 ASE Students

If ASE students had been registered with the ASE coding, this should be a relatively simple matter provided the Registrar's Office is approached appropriately with a realistic timeline. At some colleges, concern was voiced that the registrar may not have the necessary details to produce a list of ASE students. In that case the cohort list would have to be manually produced by the instructors.

3. Workload for Individual Instructors

Despite all the enthusiasm and desire for the benefits of an ASE Outcomes Study, when the *crunch* comes, and questionnaires have to be completed about students who were in the program one year ago, time will be a problem and the everyday commitment to current students will naturally take precedence. In addition, some instructors may not be available due to vacation, completed contract, etc. Instructors may require release time and/or callback time, to complete the individual questionnaires and related paperwork. This will be a cost of the Outcomes project.

4. Consistency for the In-person Interviews

For the approximately 35% of participants whom instructors have identified as not being able to effectively respond to a telephoned interview, local in-person interviews will be required. The feasibility issues are appropriate training for interviewers and logistical matters. In some instances, interpreters for respondents with hearing impairments and students with speech impairments will be required, and some respondents will require the presence of a worker. A Procedures Manual will be developed for college personnel who will need to arrange, train and monitor the interviewers. It will not be appropriate for instructors to conduct the follow-up outcomes interviews.

5. Issue of Honest Responses

Steering Committee members discussed the potential difficulty in having participants respond with their true feelings. Some are accustomed to having others answer for them and/or are easily led into a response. For this reason, the phone and personal interviewers will receive special training. Parents/guardians and workers will be requested not to become involved with student responses. Focus groups are not appropriate for the same reason.

6. Survey Design

Due to the diversity of students and programs in ASE, the survey instrument will have to be very carefully designed. Primarily, the need to develop suitable indicators which are pertinent to the students is crucial. Input from instructors representing many of the program types will be necessary to ensure a valid survey instrument. Interest has already been expressed by committee members to work on a survey design sub-committee.

Study B: (September 1998 to Spring 2000)

Cohort:

All ASE students (new and continuing) enrolling in programs between September 1998 and February 1999.

Process:

1. All colleges and institutes receiving ASE funding will be invited to participate as soon as funding is ensured.

2. Procedures manuals and orientation to the study will be provided for instructors involved.

3. Instructors will administer the Point of Entry questionnaire orally during the intake interview or during the first week of the program, on a one to one basis.

4. Students will sign a participation agreement; included in the agreement will be the student's permission to share the data with institutions' administrative records, necessary contact information for the next phase of the study, and a discussion about confidentiality.

5. Instructors will simultaneously complete a questionnaire regarding each student; the questionnaire will be similar to Study A.

6. Point of Entry Survey will include demographics, prior experience, student immediate and long term goals, general baseline data against which outcomes will be compared, access, how student found out about program, registration process, income, funding assistance, community agency involved.

7. Completed questionnaires will be sent to the coordinator on a pre-arranged basis for construction of the cohort data base. Following the Point of Entry survey period (September to February), the surveys will be centrally data-entered and analyzed. The Point of Entry Report would then be available in April, 1999.

8. A Midpoint Survey at about six months after entry or on program exit is desirable. See Feasibility Issues, #3.

9. The Follow-up Outcomes Survey would be adapted from the Study A survey instrument, which will serve as a pilot.

10. The procedures and methodology for the Study B Follow-up will also be adapted from the Study A procedure in both the telephone and in-person interviews.

11. The Follow-up Outcomes Survey timing is undecided at this point. October of 1999 and Spring of 2000 are both viable possibilities; the Steering Committee will determine which timing provides the most useful outcomes information. The precise timing should not affect process or cost, although fiscal issues may be a deciding factor.

Feasibility Issues for Study B

1. Similar to Study A

Consistency for the in-person interviews, careful design of survey instruments, and the issue of honest responses will continue to be important considerations in Study B. Presumably the lessons of Study A will assist the process in B.

2. Workload for Instructors

Involvement for instructors is different in Study B, as the instructors will administer the Point of Entry Survey individually to each student. This may take 30-45 minutes per student. In addition, a participation agreement and an instructor questionnaire will be required. This may necessitate training a work study student to administer the interviews or bringing in an extra instructor or teaching assistant during the first week of class so the instructor can interview. The most efficient approach will vary at each campus; however, costs should be covered under the project on an as-needed, per-student basis.

3. Midpoint or Exit Survey

If the suggested cohort of "all ASE students (new and continuing) in programs starting between September 1998 and February 1999" is used, a Midpoint Survey is not realistic on a system-wide basis. It would be extremely difficult to manage due to the range of start-dates and the varying program lengths. A suggested alternative is to have planning assistance and some funds available within the Outcomes Study for programs to develop their own specific exit surveys. The data gained could be used alongside the Point of Entry and Follow-up Outcomes data on a local level.

Alternate Methodology

The ASE Outcomes Project Steering Committee would like to pursue the project in the format outlined above, with the snapshot Outcomes Study of 96/97 ASE students (partial system) and a system-wide longitudinal study of the 98/99 ASE students. However, some alternatives are proposed, as requested.

If Study A and Study B cannot both be funded, the ASE Steering Committee wishes to pursue Study A, as it will generate outcomes data this year.

Study A does not have any reasonable alternatives if effective data is to be gathered, and the Committee wishes it to stand as proposed. Study B, on the other hand, has several alternatives.

Alternate Methods for B Study follow:

1. As already described, the cohort can be all ASE students enrolling between September 1998 and February 1999 to capture continuous entry and second semester programs.

2. The cohort definition could be changed to include only those students who begin a program in September, 1998. This would reduce the number of students, but would mean some programs would not be included. In this situation, a Midpoint Survey is feasible.

3. The cohort definition might also be changed to "New ASE students enrolling between September /98 and February /98. The number of students in the cohort will be reduced and the Midpoint Survey remains impractical.

4. And finally, the cohort definition might be new ASE students enrolling in September, 1998. The numbers are again reduced and a Midpoint Survey becomes feasible.

Note: The Committee members felt that questionnaires had to be administered orally on an individual basis. A written survey is not practical for many of the students, and if assistance is provided by family members, the integrity of the data as the student's own response is very much in question. Focus groups and group survey administration are also not valid due to students being too easily led by others' responses.

Funding Requirements

Workplans with guiding assumptions and estimated costs are detailed in Appendix C. The assumptions and costs for Study B are preliminary and subject to revision following Study A. At this time, the funding requirements are estimated as follows:

Study A: **$ 51950.**
Study B: **142100.**

Alternate Methods for Study B:

B2 with Midpoint Survey	$145300.
B2 without Midpoint Survey	109600.
B3	110000.
B4 with Midpoint Survey	130000.
B4 without Midpoint Survey	96000.

Funding Requirements by Fiscal Year

Study Components	1998-99	1999-2000
Study A	$ 52000.	
Study B, #'s 1 – 11, plus ½ #'s 22 & 23 *	49500.	
Study B, remaining activities & costs		$ 92600.
Total	**$ 101500.**	**$ 92600. ****

* See Appendix C

** If an Alternate B Study is funded, the fiscal requirements will change accordingly. The Midpoint Survey costs would likely fall in the 1998-99 fiscal year, assuming the Midpoint is administered in February, 1999.

Appendices

Appendix A: Best Practice Guidelines

The document *Perspectives: Best Practice Guidelines for Equitable Education,* was produced in 1995 for the Ministry of Skills, Training and Labour, based on the 1991 *Report of the Review of Special Education in BC's College System.* The goal statements in *Perspectives* are noted here because many of them have directed the goals, purposes and rationale of the ASE Outcomes Project.

Post secondary institutions will...

Goal One: articulate a philosophy regarding provision of programs and services to students with disabilities and will incorporate this philosophy into institutional policy and practice.

Goals Two: initiate ongoing activities to promote positive attitudes regarding participation of people with disabilities and ensure that potential students, advocates, referral agencies and other institutions are informed of ASE programs and services.

Goal Three: initiate ongoing activities to promote positive attitudes within the college community toward people with disabilities and advise the college community of the programs/services available to students with disabilities.

Goal Four: liaise with external organizations to ensure coordination of ASE

Goal Five: ensure coordinated programming for individual students and smooth transitions into and out of the post-secondary setting.

Goal Six: be free from physical barriers

Goal Seven: have policy and procedures which permit entry and exit criteria to be met through adapted means.

Goal Eight: provide access to a comprehensive range of credit and non-credit options for students with disabilities.

Goal Nine: establish program objectives and entry and exit criteria for ASE programs.

Goal Ten: ensure a comprehensive range of support services are available

Goal Eleven: develop and implement employment equity policies

Goal Twelve: support ASE faculty and staff through hiring practices and professional development.

Goal Thirteen: clarify the role of volunteers and paid student workers in ASE programs.

Appendix B: Outcomes Suggested for Consideration

Outcomes which the committee felt should be considered include

1. academic skills
   - reading, writing, math
   - computer abilities
   - specific certification gained (e.g. WHMIS, Food Safe)

2. continued education
   - successful transition to other programs/courses
   - advancing within same program
   - successful participation in post-secondary studies

3. employment
   - part-time or full-time
   - volunteer
   - entrepreneurial
   - supported or competitive
   - practicuums, work experience
   - subsidized

4. employability skills, per the Conference Board of Canada

5. job search skills
   - community resources, interview skills, resume

6. community access and inclusion

7. personal management skills
   - self-confidence and esteem
   - self-advocacy
   - personal health and safety
   - friendships, relationships, and relationship skills
   - independent living
   - consumerism and money management

8. communication skills

9. unique outcomes for vision and hearing impaired students will be incorporated.

Appendix C:

Study A Workplan and Estimated Budget

Based on a cohort of 400 students from five colleges

Study A Tasks	Cost	Assumptions/Comments
1. Develop Procedures Manual • Write • Verify with committee • Copy and distribute	$1200.	Done by coordinator
2. Design Survey Instruments (student & instructor) • Review background materials • Meet with sub-committee (2X) • Draft survey instruments • Consult with survey house/data analysts • Solicit feedback from "field"	5000.	• Work done by coordinator with survey house consultant • A visual survey form for people with central auditory processing problems may also be required
3. Test survey and procedures with 10 students	500.	
4. Revise survey and procedures as needed	200.	
5. Ensure registrars are preparing cohort lists	Nil	Cost absorbed by colleges
6. Provide support for instructors/ASE departments re completion of questionnaires.	3500.	Money to be available at $7. Per questionnaire for release time
7. Completed instructor questionnaires sent to coordinator.	Nil	In-kind by colleges
8. Construct cohort data base	800.	Sub-contract by coordinator
9. Information letter to cohort	600.	Sub-contract by coordinator
10. Conduct phone surveys	* 6800.	• 65% of cohort of 400 (260) • Includes data-entry of responses
11. Data cleaning and disk preparation	* 600.	• Segregated and college file disks • Data-file ready for analysis

Study A Tasks	Cost	Assumptions/Comments
12. In-person interviews • Training of local interviewers • Arranging for interpreters or workers • Contacting & travel to participants' homes • Interview itself • Assembling and couriering completed forms *Continued...*	* 9900.	• 35% of cohort of 400 (140) • arranged on a campus basis • survey house interviewing of lower mainland respondents a possibility • $50 per interview includes travel time & costs • interpreters or workers required @ $35 hour (estimated for 60% of these interviews)
13. Data-entry of in-person responses	*350.	• Must be incorporated with phone data-file (140 surveys @ $2.50)
14. Data Analysis Preparation of data report Preparation of written aggregated report Production and distribution of report	* 7000.	• Assumes aggregated data in print and electronic format • Segregated college data in electronic format only • Coordinator and data analyst to work together on written report
15. Writing of summary brochure text	1200.	Done by coordinator
16. Artwork, layout, design of brochure	* 1800.	• Assumes 2-colour, either 2 or 3 panel 8 ½ X 11 finished brochure
17. Printing and distribution of brochure	* 900.	• 500 copies
18. Thank you letters to survey respondents	600.	Sub-contract by coordinator
SUB TOTAL	**40950.**	
19. Project management (15%)	6100.	
20. Project coordination	3000.	Based on $1000 per month (May – July) to cover fees and expenses for overall project coordination between the various institutions, the external survey firm, analysts and other agencies
* GST on total * items of $27350	1900.	
STUDY A TOTAL BUDGET ESTIMATE	**$51950.**	

Study B Workplan and Estimated Budget

Based on a cohort of 1200 students from sixteen colleges

Study B Tasks	Cost	Assumptions/Comments
1. Revise Procedures Manual • Revise per A feedback • Include Point of Entry Procedures • Verify with committee, copy, distribute	$800.	Done by coordinator
2. Design Point of Entry Survey Instruments • Meet with sub-committee (2X) • Draft survey instruments • Consult with others as needed	3000.	• work done by coordinator with survey house consultant • portions of the A Outcomes Survey will be applicable after revision
3. Test survey and procedures	500.	• 10 students
4. Revise as needed	200.	• surveys & procedures
5. Confer with ASE instructors to inform and "sell" the project • Possible institution visits/training	5000.	• travel and time for coordinator or survey consultant
6. Conduct individual Pt. of Entry surveys • Sept. 98 through to Feb. 99 • Includes completion of a Participation agreement by student • Instructors complete questionnaire for each student	10000.	• assume instructors administer orally during intake procedures or first week student is in class. • cost is to provide release time (see B Feasibility, #2)
7. Completed surveys, questionnaires and participation agreements sent to coordinator on a pre-arranged schedule.	Nil	In-kind by colleges
8. Construct cohort data base	2100.	Sub-contract by coordinator
9. Data-entry of Point of Entry Surveys	* 3500.	
10. Data cleaning and disk preparation	* 1700.	• Segregated and college file disks • Data-file ready for analysis
11. Data Analysis (March, 99) Preparation of data report Preparation of written aggregated report Production and distribution of report to colleges, steering committee & ministry	*10000.	• Assumes aggregated data in print and electronic format • Segregated raw college data in disk format only • Institutional reports not included
12. Revise Follow-up Outcomes survey instrument, based on Study A & feedback	1000.	• Coordinator will work with a sub-committee & survey house
13. Conduct Follow-up phone surveys (late in 1999 or early in 2000)	*17200	• Assume 85% of cohort available for Follow-up i.e. 1020 • Assume 65% of them, i.e. 670, for

Study B Tasks	Cost	Assumptions/Comments
		phone interviews with data-entry
14. Data cleaning and disk preparation	* 1700.	• Segregated and college file disks • Data-file ready for analysis
15. In-person interviews • Training of local interviewers • Arranging for interpreters or workers • Contacting & travel to participants' homes • Interview itself • Assembling and couriering completed forms	*25500.	• 35% of cohort of 1020 (360) • arranged on a campus basis • survey house interviewing of lower mainland respondents a possibility • $50 per interview includes travel time & costs • interpreters or workers required @ $35 hour (estimated for 60% of these interviews)
16. Data-entry of in-person responses	* 900.	• Must be incorporated with phone file • 360 surveys @ $2.50
17. Data Analysis Preparation of data report Preparation of written aggregated report Production and distribution of report **	* 22000.	• Assumes aggregated data in print and electronic format • Segregated college data in electronic format only, prior to analysis • Coordinator and data analyst to work together on written report
18. Writing of summary brochure text	1400.	Done by coordinator
19. Artwork, layout, design of brochure	* 2000.	Assumes 2-colour, 3 panel 8 ½ X 11 finished brochure
20. Printing and distribution of brochure	* 1100.	500 copies
21. Thank you letters to respondents	1000.	Sub-contract by coordinator
SUB TOTAL	**110600.**	
22. Project management (15%)	16500.	
23. Project coordination	9000.	Based on $1000 per month for busy periods (summer/fall 98, Feb.-Apr. 99 & Follow-up) to cover fees and expenses for overall project coordination between the various institutions, the external survey firm, analysts and other agencies
* GST on total * items of $85600.	6000.	
STUDY B TOTAL BUDGET ESTIMATE	**$142100**	Based on Mar./98 estimates; no provision for inflation or increased costs.

** Written reports for institutions will each be an added cost of approximately $1000. which is not included in this budget estimate.

Alternate Study B2 Workplan and Estimated Budget

Based on a cohort of 900 students from sixteen colleges enrolled in a program in September, 1998.

B2 Tasks	Cost	Assumptions/Comments
1. Revise Procedures Manual • Revise per A feedback • Include Point of Entry Procedures	$800.	• Done by coordinator • Verified by Committee
2. Design Point of Entry Survey Instruments • Meet with sub-committee (2X) • Draft survey instruments Consult with survey house/data analysts	3000.	• work done by coordinator with survey house consultant • portions of the A Outcomes Survey will be applicable after revision
3. Test survey and procedures	500.	• 10 students
4. Revise as needed	200.	• surveys and procedures
5. Confer with ASE instructors to inform and "sell" the project • Possible institution visits/training	5000.	• travel and time for coordinator or survey consultant
6. Conduct individual Pt. of Entry surveys • Sept. 98 through to Feb. 99 • Includes completion of a Participation agreement & contact info by student • Instructors complete questionnaire for each student	6000.	• assume instructors administer orally during intake procedures or first week student is in class. • cost is to provide release time (see B Feasibility, #2)
7. Completed surveys, questionnaires and participation agreements sent to coordinator on a pre-arranged schedule.	Nil	In-kind by colleges
8. Construct cohort data base	1500.	Sub-contract by coordinator
9. Data-entry of Point of Entry Surveys	* 2250.	
10. Data cleaning and disk preparation	* 1260.	• Segregated and college file disks • Data-file ready for analysis
11. Data Analysis Preparation of data report Preparation of written aggregated report Production and distribution of report to colleges, steering committee & ministry	*10000.	• Assumes aggregated data in print and electronic format • Segregated data in electronic format • Institutional reports other than data-files are not included in this estimate
12. Revise Follow-up Outcomes survey instrument, based on Study A & feedback	1000.	• Coordinator will work with a sub-committee & survey house
13. Conduct Follow-up phone surveys (late in 1999 or early in 2000)	* 13000	• Assume 85% of cohort available for Follow-up i.e. 765 • assume 65% of 765, i.e. 500 for phone

B2 Tasks	Cost	Assumptions/Comments
		interviews with data-entry
14. Data cleaning and disk preparation	* 1300.	• Segregated and college file disks
15. In-person interviews • Training of local interviewers • Arranging for interpreters or workers • Contacting & travel to participants' homes • Interview itself • Assembling and couriering completed forms	*19100.	• 35% of cohort of 765 (270) • arranged on a campus basis • survey house interviewing of lower mainland respondents a possibility • $50 per interview includes travel time & costs • interpreters or workers required @ $35 hour (estimated for [60%] of these interviews i.e. 160
16. Data-entry of in-person responses	*675.	• Must be incorporated with phone-file
17. Data Analysis Preparation of data report Preparation of written aggregated report Production and distribution of report	* 20000.	• Assumes aggregated data in print and electronic format • Segregated college data in electronic format only, prior to analysis • Coordinator and data analyst to work together on written report
18. Writing of summary brochure text	1400.	Done by coordinator
19. Artwork, layout, design of brochure	* 2000.	• Assumes 2-colour, 3 panel 8 ½ X 11 finished brochure
20. Printing and distribution of brochure	* 1100.	• 500 copies
21. Thank you letters to respondents	900.	Sub-contract by coordinator
SUB TOTAL	**85800.**	
23. Project management (15%)	12800.	
24. Project coordination	6000.	Based on $1000 per month for busy periods (summer/fall 98, & Follow-up) to cover fees and expenses for overall project coordination between the various institutions, the external survey firm, analysts and other agencies
* GST on total * items of $70680.	5000.	
ALTERNATE STUDY B2 BUDGET ESTIMATE	**109600.**	Based on Mar./98 estimates; no provision for inflation or increased costs.
To include a short Midpoint Survey, add	35700.	• survey design and test (2500.) • phone and personal interviews (25000) • data analysis & simple report (7000) • coordinator's time (1200)
ALTERNATE B2 WITH MIDPOINT, BUDGET ESTIMATE	**145300.**	

** Written reports for institutions will each be an added cost of approximately $1000. which is not included in this budget estimate.

Alternate Study B3 Estimated Budget
Based on a cohort of 900 new students from sixteen colleges

The methodology would be the same as outlined in Study B; that is, including students enrolling between September, 1998 and February, 1999.

A detailed breakdown of new versus returning ASE students in programs is not available. However, a rough estimate is that an average 60% of ASE students would be new in any particular program.

Assuming 1500 students in ASE programs, an estimate of 900 students are new. The costs for the Alternate Study B2 would be similar to Alternate B1 without the Midpoint Survey. **The total budget estimate is $110000.**

Alternate Study B4 Estimated Budget
Based on a cohort of new students from sixteen colleges enrolled in September 1998

The process for this cohort would be the same as for the B2 option, but only students new to the program would be surveyed. Costs would be lower than B2 due to fewer students in the cohort which decreases the actual interviewing costs although other costs remain fairly constant.

Endnotes and References

[i] Minutes of Discussion of ASE Articulation Program Representatives, June 23, 1996

[ii] Ministry of Advanced Education, Training and Technology, Post-Secondary Division. 1998.

[iii] Province of British Columbia, Ministry of Skills, Training and Labour and the Centre for Curriculum and Professional Development, *Perspectives: Best Practice Guidelines for Equitable Education,* prepared by the Department of Child, Family and Community Studies, Douglas College. 1995

[iv] Newman, Lynn and Cameto, R. *What Makes a Difference? Factors Related to Postsecondary School Attendance for Young People with Disabilities* , The National Longitudinal Transition Study of Special Education Students, SRI International. Paper presented at the American Educational Research Association meeting, Atlanta, Georgia, April 1993.

[v] Henderson, Cathy. *CollegeFreshmen with Disabilities: A Triennial Statistical Profile,* National Council on Education, Washington, DC. 1995

[vi] Wannell, T, and Caron, N. *A Look at Employment-Equity Group Among Recent Postsecondary Graduates: Visible Minorities, Aboriginal Peoples and the Activity Limited,* Business and Labour Market Analysis Group, Statistics Canada, Ottawa. 1994

[vii] ibid.